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ABSTRACT

The project was aimed at providing training and consultation to Tribal Education members and reservation adult education personnel so that reservation adult education (AE) programs could be more responsive to local needs. Primary project objectives were established to promote active involvement of the Tribal Education Committee, Tribal Council, and Indian people in setting up responsive AE program objectives in the six participating reservations in Washington, Oregon, Montana, Idaho, and Wyoming. Participant selection procedures are outlined, the roles of project personnel described, and the project management and activity schedule (July 6, 1972-June 2, 1973) are briefly reviewed. A summary and analysis of progress in fulfilling objectives for their individual AE programs is presented from each of the six participating reservations. Both internal and external evaluations of the project concluded that progress was made toward achieving the objectives: interpreting basic educational needs, developing a leadership that was more assertive and aware of services available to them, opening communications between tribal leaders, revitalizing tribal education committees, and finally, establishing confidence in adult education among Indian education leaders. The appendix offers a list of participating agencies, the selection model, evaluation forms, the activities plan, summaries of objectives, and a list of project personnel. (MW)

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TRAINING PROJECT TO ASSIST IN THE
DEVELOPMENT OF A MORE POSITIVE LEADERSHIP
ROLE FOR TRIBAL EDUCATION COMMITTEES IN
THE DEVELOPMENT AND ADMINISTRATION OF
RESERVATION ADULT BASIC EDUCATION PROGRAMS

A TEACHER TRAINING PROJECT FUNDED BY
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TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
I. Abstract.	2
II. Background and Rationale for Tribal Education Leadership Project.	10
III. Participant Selection Procedures.	14
IV. Project Personnel	18
V. Program Evaluation.	22
VI. Project Management and Activity Schedule.	25
VII. Summary and Analysis of Reservations' Progress in Fulfilling Objectives for Adult Education Program	29
VIII. Project Evaluation.	45
IX. Summary of Participants' Recommendations and Evaluation of Tribal Education Committee Leadership Project.	49
A. Participants' Reports and Analysis of Progress in Meeting Objectives for Tribal Education Leadership Project	55
X. External Evaluators Post Workshop Report.	61
XI. External Evaluator's Final Report	68
XII. Budget.	78
XIII. Appendices.	
A. Agencies Participating in Project	80
B. Model for Selection of Participants of Tribal Education Leadership Project.	81
C. Evaluation Forms.	82
D. Tribal Education Committee Leadership Project Management and Activities Plan.	90
E. Summary of Objectives and Concerns Expressed by Tribal Council Members, August 8-9, 1972.	91
F. Summary of Objectives and Needs Developed by Task Groups During Workshop, August 14-18, 1972	94
G. Personnel Participating in Tribal Education Leadership Project.	96

ABSTRACT

During the past fifteen years the American public has become increasingly conscious of the disparity between Americans of various social strata and ethnic background in the quality of life they are living. It is estimated that over thirty million Americans, the majority of them being in minority groups, are subsisting at a substandard existence as reflected by income, housing, education, and occupational opportunity. These people have been disenfranchised in regard to the constitutional rights that most of middle America enjoys. They have been deprived of their legal rights, exploited economically, and denied the right to education and vocational skills that will enable them to be self-sustaining individuals. Most devastating is the psychological effects of these conditions. This is reflected by a high drop-out rate, infant mortality, alcoholism, delinquency, family disintegration, unemployment, and suicide.

The Indian people are one of these most deprived minorities, in addition to Puerto Ricans, Negroes, and Spanish Americans. At the present time Indians residing on reservations number around 285,000 or a little less than half of the estimated 577,000 Indians and Alaskan natives in the United States. There are over 250 reservations in the United States, most of them located west of the Mississippi. They vary in size from the Navajo Reservation of nearly 25,000 square miles to the few acres of an Indian rancheria in California. They include solid blocks of tribally owned land,

and extensive areas of land which have been allocated to individual tribal members and interspersed land belonging to non-Indians. The management and utilization of mineral resources is now becoming an increasing concern now that Indian lands are recognized as valuable sources of recreation, timber, agriculture and water.

On almost all reservations the Tribal Council is recognized as the primary governmental body which deals with all aspects of business, law, education and management of tribal lands. In the past 15 years, a new sense of awareness and consciousness has developed among the Indian people. They now recognize that the ultimate solution to their problems must come through more self-determination and less dependence on federal control of their lives. There is also an increasing sensitivity to cultural values which many feel are vital to a sense of identity and pride. With the increasing complexity of modern life they realize that the Indian can only be autonomous if he has the education and skills to manage the complex business, legal, agricultural and educational problems that confront them. At the same time, they want to retain cherished Indian values, rituals and customs for future generations.

This will necessitate the training of specialists in law, teaching, technology, engineering, government and medicine. It is also recognized that the future leadership must come from young people who have had adequate education and skills to handle their responsibilities. Education then is a vital element in the process of the Indian becoming more independent and adjusted to the demands of modern life. Yet illiteracy and school drop-out are unusually

high among Indians. At the Fort Hall Indian reservation a survey showed that only nine percent of the children starting first grade would finish high school. Those who remained in school were three to four grade levels below when compared to the grade norms for the average Idaho student. Of the students in K-9 through K-12, seventy-five percent are placed in the lowest tracks in school. Deficits are primarily in reading, arithmetic and writing skills. Another serious problem is the soaring suicide rate among young people from 14 to 28. It is among the highest in the nation being 20 percent above the national average.

It is obvious that if the Indian citizen is to find a more meaningful relationship in the existing society, the quality of educational opportunity available will have to be drastically changed. Like their white counterparts who control the influence the direction of their schools, the Indian recognizes a need for Indian people to fully participate, staff and set policy in matters related to education. The two logical bodies to undertake this responsibility are the Tribal Council and Tribal Education Committee. Since the Tribal Council is responsible for a host of other problem areas, the most logical body is the Tribal Education Committee. Sometimes due to apathy, or just overwhelming commitment, the Tribal Council can only give token consideration to educational matters. Unfortunately, not all reservations have an active Tribal Education Committee to fill this void and frequently those that do only have the committee marginally involved. Also the education program and offerings is narrowly confined to a few areas such as

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GED preparation. During the past year, a Tribal Education Committee Leadership project has been funded by USOE to help provide the support and activities that would foster more active involvement of the Tribal Education Committees in meeting the educational needs of the people through expanded Adult Education programs.

The focus of the project has been to provide a setting whereby individuals involved with all levels of Adult Education could come together to collectively work out objectives for their reservation Adult Education programs and then attempt to implement them during the year with the support of the project staff. The key element was total Indian participation at all levels of Adult Education including the project personnel. Personnel included in the project were: Tribal Council members, Tribal Education Committee members, local Adult Education administrators, local Adult Education teachers, State Directors of Adult Education and BIA education specialists. Approximately six participants were selected from each reservation and the total participants was in excess of 40. Reservations selected for participation were screened by Indian participants and Adult Education directors at all levels. Those selected included: Umatilla, Oregon; Quinault, Washington; Blackfeet Reservation, Montana; Rocky Boys Reservation, Montana; Wind River Reservation, Wyoming; and Fort Hall Reservation, Idaho.

It was the intent of the project director to have every phase of the project reflect Indian initiative, leadership and responsibility for outcomes. Therefore, the staff personnel were recruited from among Indians. The primary responsibility for the

project was delegated to the associate director, a Bannock-Shoshone from Fort Hall, Idaho, and the Field Consultant was a Nez Perce from Lewiston, Idaho. In addition, the consultants were of Indian extraction and from reservations participating in the project. The central administration point for the project was in the College of Education, Idaho State University, Pocatello, Idaho. This was an ideal location since facilities, communication, housing, and transportation were readily available. Also, the proximity to Fort Hall Reservation (10 miles) made it possible to conduct the workshop and follow-up meeting in a setting conducive to feeling at home for Indian participants. The Learning Center at Fort Hall was a natural setting to conduct meetings and was of particular interest to those in attendance since this facility was mentioned by many as a first priority of their education program.

A primary goal of the project staff was to design activities to facilitate maximum interaction and participation between individuals at all levels of AE functioning. It was decided this could be best accomplished by sequential activities that included a workshop, field visits, consultants and follow-up meetings. During August of 1972 the chosen representatives from the six participating reservations met at Fort Hall Reservation for one week during which they divided into task groups. Working in conjunction with staff consultants, each reservation developed objectives that were applicable to their specific Adult Education program. Later strategies for implementing them were developed. They were ranked according to priority and then a list of personnel,

materials, facilities and cost was estimated in addition to specific deadlines. In conjunction with the efforts of the field consultant it was hoped that many of the objectives could be implemented. For instance, a typical set of objectives developed by the Fort Hall Reservation included the following:

1. Set up a board of directors for AE programs.
2. Develop an activity calendar for the year.
3. Provide a day-care center while students attend classes.
4. Develop AE resource handbook.
5. Conduct a leadership workshop for tribal people.

These objectives were successfully fulfilled during the year through the cooperative efforts of the Fort Hall Tribal Council, Tribal Education Committee, AE administrator and the assistance of the project field consultant.

The field consultant made four five-day visits which enabled him to monitor and evaluate how well each reservation was meeting their objectives. At all times he attempted to foster communication, rapport, support and assistance to the Tribal Education Committee. He usually met with all AE personnel which was a definite contribution to promoting interaction and cooperation. Also, he encouraged "grass roots" involvement of Indian people in supporting and attending AE classes on the reservations. Although the problems were variable and specific to each reservation, a number of common concerns were expressed by the participants. Some of these were as follows:

1. The need for trained AE teachers, administrators, and

para-professionals to staff Adult Education programs.

2. Curriculum and teaching methodology not geared to the needs or interests of Indian people.
3. More adequate funding for educational media, learning centers, libraries, equipment and transportation.
4. Classes that reflect Indian culture and local job skills.
5. More self-determination in administering their own programs free of white control or bureaucratic strings.
6. More cooperation between Tribal Council, Tribal Education Committee, and AE administrators at the local, state and national level.
7. Leadership training for elected Indian officials, particularly Tribal Council and Tribal Education Committee.
8. College level programs for certification and training of Indian teachers and paraprofessionals.
9. Day-care facilities for young adults attending classes.

The above problems and concerns became the basis for AE objectives by the participants and were implemented during the ensuing months with varying degrees of success.

A rather pervasive problem was (and still is) the dissension between the Tribal Council, Tribal Education Committee members, and AE personnel. Some of the Tribal Education Committees were ineffective due to lack of organization, apathy, indifference and lack of support from the Tribal Council, and lack of funds to undertake worthwhile projects. Also, political controversy between different tribes on the same reservation was a factor that paralyzed efforts to make the Tribal Education Committee more effective. At the conclusion of the project fiscal year a follow-up meeting was held June 1-2, 1973, to assess the impact of the Tribal Education Leader-

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ship Project and develop plans for the forthcoming year for which the project has been re-funded. Some of the key points that emerged are as follows:

1. They felt the project was more "Indian oriented" than other activities they had been involved with.
2. Communication between one another fostered an awareness of the dimensions of Adult Education and the common problems they shared.
3. The Indian participants demonstrated they were aware of their AE needs and could articulate, develop and carry out objectives for their own program.
4. A need was expressed for semi-annual workshops with colleagues to exchange ideas, examine problem areas, and receive information on new developments in AE.
5. All participants expressed awareness that educational concerns can be resolved by Indians if the Tribal Education Committee assumes the leadership and initiative.
6. They are more aware of the need for Indian leadership and appropriate training for Indian teachers, paraprofessionals and AE administrators.

It is obvious that Indian people have now reached a level of concern for their own destiny whereby the old paternalistic model of dependency can no longer be applied. They realize that the solution to their most basic problems can only come from themselves. To do this, they must have the education, skills and knowledge to resolve complex political, economic, agricultural and educational problems.

BACKGROUND AND RATIONALE FOR TRIBAL EDUCATION
LEADERSHIP PROJECT

It is now being recognized that Indian people must have available to them the means whereby they can develop the skills and obtain a level of education that will contribute to more adequate vocational functioning and personal adjustment to basic problems encountered in living. There is also a greater awareness of the desire by Indian people to have a greater voice in matters that affect their destiny. This has not been true historically. All too often programs have been funded and implemented that neither reflect their needs, interests or involvement.

This approach has culminated in limited success for the programs and created intensified antagonisms between administrators of the programs and the Indian people. All too frequently those with good intentions have been frustrated and disappointed in outcomes of programs that seemed relevant to Indian needs.

There are a host of problems relative to Adult Education administration, facilities, recruitment, retention and curriculum that must be resolved if the Adult Education (AE) programs are to be more responsive to the needs of the Indian people and engender their support.

An area of considerable concern, but striking deficit, is the relationship of tribal governmental units and the AE programs. Frequently, the Tribal Council or Tribal Education Committee is neither involved or concerned with education. Yet this is a vital need on most reservations that reflects in the quality of life.

Another dimension of this problem is the deficit of trained Indian AE administrators, teachers, and paraprofessionals. This situation tends to exacerbate the communication problems since it is difficult for Indians to relate to the all-white teachers and administrators who are commonly in charge of reservation AE programs. This communication is a further detriment when it exists between the Tribal Education and Tribal Council. On some reservations, there is little contact between these two bodies. The problem is further intensified when there is no Tribal Education Committee. If educational needs are solely the responsibility of the Tribal Council, it is likely that education will become secondary to the manifold problems encountered by the Tribal Council. There is a need for each reservation to have a viable Tribal Education Committee that takes the initiative for administering and directing a viable AE program.

A chronic problem is the high attrition rate experienced with AE classes. This is due in part to ineffective methods used in relation to curriculum and instruction. Most of the present curriculum lacks cultural relevance to Indians. Also, there is need for more diversity of offerings to generate more interest and participation in AE classes. Most reservations have cultural and occupational needs that are specific to a given reservation; therefore, the primary source of input regarding classes should be the Indian people themselves.

The major impetus to the development of this project was the recognition of the fact that AE programs will not be accepted or

meaningful to Indian participants unless there is "grass roots" involvement of the tribal people at all levels. The natural focus of this activity is the Tribal Education Committee and local reservation AE personnel. Another aspect of this complex problem is a philosophy of AE. To many reservations, the conception of AE is narrowly defined as GED testing. Although this is an integral part of an AE program, this very limitation is an element in the lack of Indian support. Programs need to have a diversity of offerings that fulfill local needs. Also, the Tribal Education Committee should be the hub around which AE planning, objectives, and direction is focused. This means that policy should evolve directly through this committee which is sensitive to the broad spectrum of local concerns.

The major purpose of this project has been to provide training and consultation to Tribal Education members and reservation AE personnel so that reservation AE programs will be more responsive to local needs. The following have been defined as the primary project objectives:

1. Promote the active involvement of the Tribal Education Committee, Tribal Council and Indian people in setting up objectives for their Adult Education programs that will be more responsive to local needs.
2. To identify and communicate to Tribal Education Committee members' needs and problem areas identified by Tribal Council members from various reservations.
3. Assist the representatives of various reservations in

setting up objectives for their local AE programs.

4. Provide a setting, workshop, and follow-up meeting where AE participants can exchange ideas relative to developing an effective AE program.

5. Provide consulting and field assistance to help AE programs deal with specific problems related to fulfilling objectives developed during the workshop.

6. To assist participants in developing a philosophy of AE and assess causes of success and failure of present programs.

7. The project can provide stimulation, communication, and feedback relative to progress and programs initiated on other reservations.

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PARTICIPANT SELECTION PROCEDURES

At the time the project proposal was first submitted, it was designed to include twelve Western states and fifteen reservations. When the announcement was made that the project was to be funded at the \$60,000 level rather than at the originally proposed \$111,870 level, it was decided that the total number of participants and reservations would have to be reduced. It was determined that six reservations from the states of Idaho, Washington, Oregon, Montana, and Wyoming would be asked to participate. On the basis of the total Indian population and number of reservations, each state would have one participating reservation, with the exception of Montana, which would have two.

An underlying assumption of the selection process was that project goals were unlikely to be achieved unless all segments of AE involvement were represented at the workshop. Therefore, six participants were selected from each reservation from the following levels:

1. One (1) Tribal Council member. Preference was given to either a Tribal Council chairman or member who demonstrated an interest in AE.
2. Three (3) Tribal Education Committee members. Preference was given to the chairman and members who expressed an active interest in Adult Education.
3. One (1) local AE administrator from a school district, college or other agency serving the local reservation

Indian population.

4. One (1) local AE instructor from a school serving the reservation.
5. Six (6) State AE directors drawn from the same states as the participants.

For a graphic illustration of agencies participating in the project see appendix A.

At the suggestion of Mrs. Maxine Edmo, Chairman of the Fort Hall Tribal Education Committee and member of the Northwest Affiliated Tribes Education Committee, members of the Northwest Affiliated Tribes Education Committee were asked to select six participating reservations and three alternates. The polling of the membership of that committee was handled by Mrs. Edmo. The six choices were the Colville Reservation in Washington, the Umatilla Reservation in Oregon, the Fort Hall Reservation in Idaho, the Wind River Reservation in Wyoming and the Rocky Boys and Blackfeet Reservations in Montana. Alternate choices were the Yakima Reservation in Washington, the Warm Springs Reservation in Oregon and the Nez Perce Reservation in Idaho.

After selection was made, the Adult Education Regional Director and the respective state directors of Adult Education were contacted and apprised of the choices made by the Affiliated Tribes and state directors had been contacted previously to determine if they were in agreement with the selection procedures. They were also asked to contact the Project Director if there were any questions or comments concerning the committee's choice. If they

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approved the choice for their state, they were then asked to contact the adult education administrator for the reservation and ask if he would be willing to participate in the project. In addition, the local administrator was asked to select an individual who would meet with the approval of the Tribal Council and Tribal Education Committee.

A letter was sent to the six reservation tribal councils selected asking if they would like to participate in the project. If they accepted, they were asked to nominate one tribal council member and three tribal education committee members as project participants. The tribal Council's nominations were to be forwarded to each state director of Adult Education for his consideration.

The regional director of Adult Education, as well as the five state directors, were invited to attend as many of the Fort Hall sessions as their schedules would allow. In addition, education specialists for the Bureau of Indian Affairs who serve on the six reservations were asked to participate. While there were no project funds available to support this participation, the project director contacted the Billings and Portland Area Office Directors of the Bureau of Indian Affairs to ask if they might explore the possibility of providing funds so that the BIA education specialists might attend.

Finally, six individuals from each of the five reservations were asked to participate (one Tribal Council member, three Tribal Education Committee members, and one local administrator of AE programs, one AE teacher, and one BIA education specialist. One is representing the Arapahoes and the other the Shoshone Tribe. In addition, all state directors of AE have been invited to attend. Therefore, at the conclusion of the workshop phase, approximately 50 people concerned with AE were in attendance.

For a graphic illustration of the selection process see Appendix B. The enthusiastic response to the project was gratifying since many participants had never been given the opportunity to become involved in an organized activity that brought together such a diverse group of people involved in Adult Education.

PROJECT PERSONNEL

During the past year, a number of individuals have filled key staff roles that have been vital to the success of the project.

Project Director

Dr. George K. Sheppard, Assistant Professor of Education, College of Education, Idaho State University, received his B.S. in Sociology and History from Utah State University, and his M.A. in Library Science from the University of Denver. In 1971 he received his Ed.D. in Curriculum and Media from Utah State University. He has lived and raised his family on the Fort Hall Reservation for the past ten years. In the past few years he has worked with the Tribal Education Committee in developing library and bookmobile service. In 1969 he also directed a state-wide EPDA project for media specialists. Dr. Sheppard has been director of the present project since July 1, 1972.

Associate Director

Kesley Edmo, Jr., received his B.S. degree in agriculture from the University of Idaho in 1972. Mr. Edmo has also worked as a field supervisor for Project Mainstream on the Fort Hall Indian Reservation. As a member of the Bannock-Shoshone tribe he is acutely aware of Indian problems and needs. His duties include administration, record keeping and the budget. He has also maintained field coordination at all levels of AE.

Field Consultant

Irvin Watters has been the Field Consultant for the present project since June 1972. Previously served as assistant Vocational Technical Coordinator at Lewis and Clark College, Lewiston, Idaho. He worked directly with Adult Education programs on the reservations in the Lewiston area. He is enrolled as a member of the Nez Perce tribe and has served on the Tribal Executive Committee for two years. His primary responsibility has been to assist the Tribal Education Committees on participating reservations to implement objectives for Adult Education programs.

Consultant

Mr. Gordon Jones, supervisor of the Adult Basic Education Program, Vocational-Technical School, Idaho State University. He has received his B.A. in Education from Idaho State University. He has taught and directed Adult Education Programs on the nearby Fort Hall Indian Reservation. In 1971 his program was selected as one of the ten outstanding Adult Education efforts in the United States. He has also served as president of the Idaho Adult Education Association.

Internal Evaluator

Dr. Earl Lower, Associate Professor of Education, Idaho State University has had extensive experience in statistics, research and measurement. Since July 1, 1972 he has been responsible for evaluation, report writing and workshop coordinator for the existing project.

Outside Evaluator

Dr. Warren Baller, Ph.D., professor of Psychology, Graduate School of

Human Behavior, United States International University, San Diego, California. His duties include assisting the internal evaluator, attendance at conferences and providing clarification and corroboration of research results.

Consultant

Mrs. Maxine Edmo, Fort Hall Indian Reservation, has had extensive experience in tribal government and is a member of the Tribal Education Committee. Her duties include attendance at project conferences and workshops to assist the participants in setting up objectives for their adult education programs.

Consultant

Bert Corchoran is a member of the Cree tribe and former Superintendent of School at Rocky Boys, Montana. He has had extensive experience as an Adult Education Administrator for Rocky Boys and Northern Montana State. His primary responsibility has been to assist participants and project personnel in identifying and writing objectives for reservation Adult Education programs during the workshop.

Facilities

For the past year the project has been headquartered in the College of Education, Idaho State University, Pocatello, Idaho. Office facilities have been made available for the director, associate director, field consultant and internal evaluator. During the past year conferences and workshop activities have been held at both Fort Hall and Idaho State University.

Most have been held at the Fort Hall Learning Center which is the focus of their Adult Education. Since Fort Hall is only ten miles from Pocatello, the facilities for the project have been ideal.

There is little doubt that visiting tribal members felt comfortable in the Fort Hall Learning Center for the workshop. Transportation and living accommodations were readily available to all participants.

PROGRAM EVALUATION

An integral part of any effective and viable training project is built in provision for assessment and evaluation of all pertinent variables relative to the processes and goals to be achieved. It is then possible to have empirically derived data that will facilitate decision-making, and where necessary, the modification of such program components as the management model, program objectives, designation of roles, delegation of responsibility and fiscal allocation. In addition, good evaluation and research contribute feedback to all members that can act as a catalyst for behavioral changes of participants thereby facilitating maximum growth and providing an index of successful progress toward goals. Furthermore, the data derived can expedite and contribute to identification of specific problems germane to Tribal Education Committee who are responsible for the success of Adult Education programs on their reservations.

Since this project was essentially competency based, on-site, synergistic, and behavior change oriented the key variables are qualitative, multiple, and not easily amendable to rigorous empirical assessment. Also since the Tribal representatives and their consequent interaction as the source of much subjective data it was difficult to hypothesize any predicted outcomes that are common to any AE program. Frequently the significant parameters that did evolve were atypical to a particular reservation due to its unique characteristics. Consequently, it was necessary to do a thorough analysis of each reservation.

The primary baseline criterion was the set of objectives developed

by each reservation during the workshop phase. A number of unobtrusive measures were then used by field consultant, internal and external evaluator to gather data as the project progressed. These included questionnaire, surveys, and structured interviews. (See appendix C for sample of evaluation forms.) After the August workshop, participants were requested to complete a questionnaire to evaluate the outcomes. During the field phase, the consultant used a structured interview (see appendix) to systematically determine what progress had been made between visits. As an additional source of data all participants were requested to return a summary of field meetings to the project director. This enabled the project director to more effectively monitor field activities.

The dynamic quality of attitudes, emotions, motivation and interest is such that observation and self-report are the most practical means of generating data. Also, due to the sensitive nature of the population and the elusive nature of the most significant outcomes, the typical standardized testing instruments were not appropriate. Taking these limitations into consideration, the thrust of the program evaluation focused on obtaining data relevant to answering the following questions:

1. How effective were the project activities in assisting participants to develop adequate objectives for their AE programs?
2. How effective was the support provided by the staff during the workshop and field experience?
3. What tangible evidence is there that new and salutary changes have taken place on the reservation? (New courses, funding etc.)
4. What evidence is there that Tribal Education Committees are taking a more active leadership role on the reservations?

5. How many AE objectives generated during the workshop were completed during the past year?

PROJECT MANAGEMENT AND ACTIVITY SCHEDULE

Prior to the initiation of any formal activities, the project staff consulted on numerous occasions to determine the most feasible means of enabling participants to gain the optimum benefit for themselves and their reservation Adult Education programs as a result of their experiences with the project. A primary goal of the staff was to design activities to facilitate maximum participation and interaction between individuals at all levels of AE functioning. It was decided that this could be accomplished by activities that included a workshop, field visits, consultants, and follow-up meetings. The project was divided up into a number of distinct phases that would hopefully coalesce to bring about the fulfillment of specific objectives for each reservation. The ensuing discussion will provide a brief overview of the phases and what was accomplished. (For a comprehensive overview of activities see PERT chart in appendix D.)

Schedule

Phase I: Staff Orientation - July 6, 1972

All professional staff and consultants met for a preliminary planning session. Those included were the project director, associate project director, field consultant, local AE administrator and consultants. At this meeting consideration was given to project objectives, tribal needs, methods of implementing objectives, roles of staff members, and participants, selection and evaluation.

Phase II: Orientation of Tribal Council Members - August 8, 9, 1972

It was recognized that the success of the Tribal Education Committee

in assuming educational leadership needed the support of the Tribal Council on each reservation. Therefore, a special session was held to solicit their views relative to AE needs and how objectives could best be implemented. The focus and goals of the Tribal Education Committee Leadership Project was conveyed to them and their input was encouraged. As an outgrowth of this meeting, an extensive list of concerns and needs was delineated. For a complete overview see Appendix E. Tribal leaders also assisted the staff in determining approaches to the workshop that would make it a more meaningful experience.

Phase III: Training Session for Discussion Leaders and Recorders -
August 10, 11, 1972

Another two-day training session was held before the main body of participants arrived on campus. Two participants were sent from each reservation for this activity: one was to be trained as a group discussion leader and the other a recorder. This was deemed a vital part of the project since individuals would be divided into task groups during the workshop to generate objectives for their specific reservation. These participants were trained to facilitate group interaction and to accurately record what was said about various topics so that they could be formulated into behavioral objectives.

Phase IV: General Workshop, Fort Hall, Idaho - August 14-18, 1972

At this general session there was total participation by all levels of adult education involvement. Included were: project staff and consultants, tribal council members, tribal education committee members, local Adult Education administrators, local Adult Education instructors, Bureau of Indian Affairs education specialists, and state Adult Education

directors. Mr. Ed Lentz of Washington, D. C. was also in attendance. After a general welcoming session, all participants were familiarized with the philosophy and funding of Adult Education via a panel discussion presented by directors of AE programs. Participants were given a list of objectives generated earlier by Tribal Council members. Later they were randomly divided into six task groups to exchange and generate ideas that could eventually serve as a basis for objectives to be implemented during the field phase of the project. (See appendix F for a list of needs and objectives generated by the task groups.)

During the sessions the project staff circulated to assist the groups in defining and assigning priorities to objectives developed. During the last one and one half days the participants returned to task groups comprised of members from their own reservation. They then formalized four or five objectives deemed vital and feasible for implementing in their Adult Education program when they returned to their reservations. The groups then met with the field consultant to discuss impending visits whereby he could assist them in evaluating and monitoring their progress toward meeting goals set up during the workshop.

Phase V: Field Experiences - September 1, 1972 - May 15, 1973

The field consultant made approximately four five-day visits to each of the six participating reservations. His major function was to assist the participants in implementing and assessing progress toward goals set up during the workshop. This he was able to do with varying degrees of success during the year. A chronic problem encountered was the difficulty of getting all AE people together for meetings. By scheduling meetings systematically he was able to promote more communication between AE per-

personnel than had been done in the past. The constant focus of his activities was to get the Tribal Education Committee to take the initiative in program development and leadership. Also the field consultant (Mr. Irvin Watters) collected data relative to the AE programs that provided a constant index of progress. Of course, many of the qualitative, human interaction variables that contribute to success are not amenable to vigorous empirical assessment.

Phase VI: Follow-up Session - June 1, 2, 1973

At the culmination of the field phase a follow-up session was held to discuss progress and attempt to define goals for the re-funding of the project for 1973-1974. Participants were able to share ideas and hopefully profit from closer interaction with colleagues who were confronted with the same problems. Many participants agreed that it was a valuable source of ideas and motivation to attend these workshop and follow-up sessions because prior to this project many of them had to work in isolation. Also, there was a definite increase in communication between Indians and Adult Education administrators as a result of the conferences and project participation. Also, the project and activities had a much more intensified level of Indian participation. To give a comprehensive overview of the sequence of activities a PERT chart has been prepared. (See appendix D).

SUMMARY AND ANALYSIS OF RESERVATIONS' PROGRESS OF
FULFILLING OBJECTIVES FOR ADULT EDUCATION PROGRAM

The ensuing discussion will focus on how adequately each reservation has fulfilled the Adult Education program objectives developed during the August 1972 workshop held at Fort Hall, Idaho. As an outgrowth of group interaction and exchanges of ideas relative to AE programs, the various task groups were able to identify objectives they thought crucial to the AE program on their reservation. After refining a list of objectives, they ranked them according to priority and intended to implement them during the coming year with the assistance of the project staff and field consultant.

As the workshop progressed, it was obvious that the different reservations had disparate ideas relative to what constituted an AE program, and their existing programs were in varying stages of development and operation on each reservation. Therefore, it was difficult to determine what is or should be an adequate AE program since each reservation represented such diverse tribal, educational, cultural, and geographical characteristics. With these distinctions obvious it seems apparent that only the individuals from each reservations can define and develop a unique program based on an assessment of needs expressed by the Indian people. It is deemed essential that the initiative and leadership come from the Indian people and reflect their views and interests. Participants expressed a common sentiment that the only way the AE programs could be meaningful to the people is if they can develop, administer, teach and staff their own programs. Also, it was stated rather consistently that

coordination and leadership had to come from concerted involvement of the people, Tribal Education Committee and Tribal Council with the support of BIA, state AE administrators, and federal funding for material and facilities.

Following the August, 1972, workshop, participants returned to their reservations to attempt implementing objectives they had identified as pertinent to the AE program. Success was monitored and evaluated by the field consultant during subsequent visits. The field consultant made approximately four five-day visits to each reservation during which meetings were arranged that included the Tribal Education Committee, Tribal Council, local AE administrator, BIA education specialist and community education specialists. The field consultant attempted to keep activities directed toward fulfillment of the designated objectives by providing support, coordination, and feedback to participants. He was also able to collect data relative to progress toward the stipulated objectives. Although the data are quite qualitative, it does present a general picture of progress made toward making the AE programs more viable and responsive to the needs of the Indian people.

It should also be evident that those reservations with reasonably well developed programs can make innovative changes more rapidly than those that do not have the basic organizational structure for an AE program. The following will be a systematic analysis of the progress made by each reservation during the past year in conjunction with the Tribal Education Leadership Project.

A. BLACKFEET RESERVATION - Browning, Montana

The Blackfeet AE program has been in the throes of organizational and administrative difficulty during the past year. This is due in part to the relatively limited view of what constitutes an AE program. In the past few years the Tribal Education Committee has been inactive and AE offerings have been rather limited. This is due in part to the lack of funding, poor facilities, inadequate materials, and the great distances that students must come to attend classes.

There is also a great need to survey community needs so that courses can be offered that will be attuned to the needs and interests of the tribal people. There is also an obvious need for trained Indian AE administrators and paraprofessionals. At the present time the AE program is funded by Community Action Program (CAP) and directed by the Free School and CAP administrator. It is hoped that the AE program can obtain autonomous funding and have an Indian administrator. There is a definite need for more coordination and communication between the Tribal Council, Tribal Education Committee and AE administrator. Many Tribal Education members are over committed to other activities leaving little time for educational concerns. During the past year the field consultant has worked with the various people involved with AE to ameliorate some of these problems. The consultant and tribal AE people have worked with VISTA volunteers to prepare a proposal for a learning center which is felt to be a first priority need if the AE program is to be viable. Since the reservation has 10,000 inhabitants spread over a vast area it will ultimately be necessary to develop satellite centers to service more people in the outlying areas.

As a result of their participation and attendance at the workshop the following major objectives were identified and pursued during the past year:

1. Activate the Tribal Education Committee
2. Meet with state AE director
3. Develop programs relevant to reservation needs
4. Secure funding for learning center
5. Survey needs of the Indian community
6. Train aides to assist in AE classes
7. Secure Indian administrator for AE program

Varying degrees of progress have been made toward fulfilling the above objectives. During the past year the Tribal Education Committee has been re-activated and new members have been elected. They have met frequently and have focused on a learning center as the foremost AE need. They are in contact with Washington, D. C. and have submitted a proposal for funding. The Education Committee also has developed closer liaison with the following programs or administrators: CAP, BIA, School District, Extension Agents and Free School. Areas of major concern that they are directing their efforts are: transportation, communication with outlying districts, alcohol problems, curriculum, attendance and funding.

Classes are now being held in the Free School and public school. Offerings and enrollments are as follows: Indian language classes (52), Internal Revenue Workshop (25), Rodeo School (14), insemination school (20), GED preparation (60), welding (15), sewing (10), gardening (32) and art pottery (20). It appears that the AE program will be a more viable force in reservation life since more interest and activity has been stimulated

by participation in the project. Until the Tribal Education Committee stabilizes and assumes leadership for AE it is unlikely that the Indian people will find many meaningful programs related to their specific needs.

B. FORT HALL RESERVATION - Fort Hall, Idaho

During the workshop a number of needs and objectives were identified as pertinent to the Fort Hall AE program. During the past year additional problems and objectives were handled as they evolved. Since Fort Hall is fortunate enough to have a learning center, this proves to be a real asset to making the AE program more responsive to the needs of the Indian people. Some of the primary objectives developed and undertaken are as follows:

1. Set up board of directors for the AE program
2. Develop an activity calendar for the year
3. Provide a day care center for students attending AE classes
4. Evaluate retention and attempt to diminish attrition of classes
5. Identify resource people
6. Develop AE resource handbook
7. Conduct a leadership workshop for tribal people

The foregoing objectives were successfully fulfilled during the year through the cooperative efforts of the AE administrator, Tribal Education Committee and Tribal Council.

In addition there have been other programs developed that were not initially planned for but grew out of expressed needs of the Indian people. They include the following:

1. A drug abuse program
2. Carpentry workshop for local skills
3. Driver rehabilitation program for individuals with poor driving

records or skills

4. Daily basic education classes for veterans wanting to complete high school.
5. Tribal state automobile inspection station
6. Academic program for court referrals
7. High school credit program

A very positive aspect of the AE program is the coordination and cross funding that exists among programs which are concerned with similar problem areas. For instance, education students from Idaho State University are used as tutors in the basic education program. These students work in a close one-to-one relationship that has the mutual benefit of giving the prospective teachers experience and providing the students with the personal attention that many of them need. Programs are presently coordinated with BIA, Idaho State University, Pocatello School District, Head Start, State Department of Education and Bannock County Juvenile Court.

C. QUINULT RESERVATION - Taholah, Washington

The Quinault Reservation is unique for its geographical location in Northwest Washington State, bordering the Pacific Ocean. Being relatively small the Indian population is extremely homogeneous and occupational needs and skills are dictated by the proximity of the fishing industry which is a primary source of economic activity. Presently the two major areas of population density are Taholah and Queets. Nearby is Grays Harbor Community College which is a valuable asset to the AE program. The Indian community is reluctant to work with outsiders; therefore, a vital element of success for the AE program will be to staff positions with Indians who

can better identify with tribal needs and attitudes. A persistent problem is generating interest in AE in addition to retaining students once they are enrolled. One class started with seventeen students and ended up with three. Also there is a definite need to make the Indian people more aware of the AE program and enlist their support. The aforementioned problems can probably be solved if more basic issues are resolved first. During the workshop and subsequent field visits a number of objectives were worked on by the field consultant and those involved with AE on the Quinault Reservation. Some of the most significant objectives developed are as follows:

1. Develop an awareness among the adult parents for educating themselves and their children.
2. Develop appropriate curriculum for residents of Taholah and Queets.
3. Secure Indian teachers for AE programs.
4. Engender more communication between AE administrators, teachers, Tribal Council and Tribal Education Committee.
5. Establish a community learning center in Taholah.

Of the foregoing objectives many have been realized to varying degrees. A serious problem is the lack of response from the tribal people in the Taholah area. The field consultant has received feedback that the people are more responsive in the Queets area because the teacher and administrator are Indian. It is felt that more involvement could be fostered in Taholah if there were a community learning center-library. A recent development has been the election of a new Tribal Council and Tribal Education Committee. AE people attended the project follow-up session June 1-2, 1973 at Fort Hall, Idaho. They are enthusiastic about making the AE program more effective.

Communication has also intensified between Grays Harbor Community College and the Quinaults. Another recent event has been the tax exempt status granted members of the Tribal Education Committee. This should provide incentive for more involvement by elected members. It appears the Tribal Council, Tribal Education Committee and AE staff have been cooperating more than in the past. Also the Tribal Education Committee is doing a survey of community needs that has revealed grass roots needs of the people. Course needs have been identified for the following areas: net mending, hanging, drying and line splicing.

At the present time the following courses are being offered by the AE program: GED, sewing, welding, consumer education, and bookkeeping. A persistent problem has been the attrition experienced in the classes. One class started with seventeen students and terminated with three. Other classes have been cancelled when the entire class withdrew. Participants feel this problem could be eliminated or minimized if teachers were Indian, the curriculum was relevant and experience oriented, and tutors were available for closer supervision and assistance. Also there is a need for more coordination of program at Queets and Taholah. Grays Harbor Community College is sending out two coordinators to make home contacts at both sites. There is also interest in a mobile learning laboratory which could take programs to the more isolated areas. Although considerable progress has been made the following problem areas are still very evident:

1. Lack of space and facilities
2. Need for trained AE Indian teachers and administrators
3. Indian people need to be made more aware of AE programs
4. Recruitment of students and retention

5. Day care for children of parents attending classes.
6. Relevant curriculum and learning center.

D. ROCKY BOYS RESERVATION - Box Elder, Montana

An unusual aspect of AE at Rocky Boy is that it is inextricably tied to the Rocky Boy School District which is almost totally federally and state funded. The AE program priorities are usually secondary to the public school's needs and funding of programs is either slow or unpredictable. There is also a chronic problem of communication between the Tribal Council, AE administrator and teachers, Tribal Education Committee and the school district. Also, a reorganization of the Tribal Council seems to have facilitated more active involvement of that body in AE programs and communication with the tribal people has improved considerably. A not infrequent problem is that those involved with AE have a difficult time arranging their business meetings to engender optimum participation. There is a definite need for trained Indian AE teachers, administrators and education specialists. Also, permanent physical facilities will enhance the stability and continuity of programs because materials must be moved back and forth from the public school classrooms often resulting in loss or confusion. During the workshop the following primary objectives were set:

1. Secure funding and facilities to provide permanent setting for AE programs.
2. Foster better communication between Tribal Council, Tribal Education Committee, and Indian people.
3. Foster more involvement and coordination with existing programs.
4. Secure funding for learning center and expanded class offerings.

5. Set up a Tribal Education Committee to foster AE independent of public school district.

At the present time few of the objectives have been realized due to the uncertain political climate on the reservation and to slow funding of programs. The election of a new Tribal Council has diminished some of the communication problems but there still exists a need for a Tribal Education committee. It appears tentative that new AE classes will be offered in Box Elder but it is hoped that some skills, welding, auto mechanics, GED, and social studies can be offered. These courses are contingent on funding during fiscal year 1973-74. It seems that AE as it applies to Indians at Rocky Boy does not have the priority of public school programs; therefore, it will be necessary to foster attitudinal changes if progress is to be made. The most pressing problems identified and still extant:

1. Providing adequate space for AE classes
2. Creating more rapport, communication, and interest among Indians, AE teachers and Tribal Council
3. Training and staffing AE programs with Indian teachers and administrators.
4. Developing a conceptual and organizational framework for AE.

The predominant focus of the present program is GED testing. There needs to be much more diversity of program offerings if the program is to be viable and relevant to the Indian people. A basic aspect of this will be to provide courses that they can identify with culturally. The present AE courses offered are: GED preparation, Cree speaking and writing, typing, and crafts. Of the above courses, only typing has been instituted during the past year. Total enrollment for AE courses the past year has been

80 with 50 per cent of the participants enrolled in GED. Transportation for students is a chronic problem. In order to make the AE programs more available it will be necessary to offer them at various sites or provide transportation to a learning center.

E. UMATILLA RESERVATION - Pendleton, Oregon

At the present time the Umatilla AE is still in a fledging state since it is still in the throes of organizational problems. In the past there has been little communication between the ABE administrator, teacher and Tribal Education Committee. There is a definite need to expand and generate more interest in AE in addition to having more tribal people involved in developing programs. There is also little coordination between existing programs on the reservation at the present time.

The major focus of the existing program is mainly GED which is offered through Blue Mountain Community College. There is a great need to make the AE program more expansive and attuned to the diversified needs of the Indian people. During the workshop phase of the project, the Umatilla representatives developed a number of objectives which they have been trying to fulfill during the past year. Their objectives are as follows:

1. Draw up long-range objectives for AE program
2. Promote more acceptance of Blue Mountain Community College AE program by Tribal Council and Tribal Education Committee.
3. Establish better communication between AE director, teachers, and state directors.
4. Make the Tribal Council and Tribal Education Committee more involved with AE.
5. Write a proposal for a learning center.
6. Reorganize and elect officers for the Tribal Education Committee.

During subsequent field visits the project consultant attempted to bring the pertinent AE personnel together to lay the groundwork for a more viable AE program. At the conclusion of four field visits the following progress was reported in fulfilling objectives:

1. The Community College has designated Indian personnel as directors of the AE program as of July 1, 1973. (Peter Quaempts and Ron Halfmoon.)

2. Numerous meetings have been held with the Tribal Council to generate more cooperation between them and the Tribal Education Committee.

3. Various Indian cultural education classes have been started and are an integral part of the AE program. They are: drumming, dancing, singing, beadwork, history and language.

4. Better communication has been engendered between Indian people and AE personnel.

5. More awareness of AE has been engendered among Indian people.

There are a host of problems relative to AE that need solution if the program is to meet the needs of the Indian people. Unification and communication are two pressing needs. It would be desirable to merge the Johnson O'Malley (JOM) Scholarship Committee function into that of the Tribal Education Committee. There is also a continued need for more meaningful communication among the different segments of the tribe and those involved with AE. The fact that Tribal Education Committee members are scattered makes it difficult for them to develop systematic procedures for business, meetings and programs. There is still a real vacuum between the tribal people and AE administrators and teachers. There is little direction to the programs and responsibility resides in only one or two people making it difficult for the Indian people to feel they have any

meaningful input. School attendance, funding, transportation, paraprofessionals and material are vitally needed if the AE program is to be viable.

The present AE program is focused mainly on GED with minimal numbers of students involved. The breakdown of enrollment is as follows: GED preparation 16, Adult Education 15, and cultural classes 25. At this point there has been little progress toward initiating new programs, conducting a needs survey, or involving the people actively. There is a pressing need to restructure the Tribal Education Committee and construct a Learning Center on the reservation.

F. WIND RIVER RESERVATION - Fort Washakie, Wyoming

Due to the presence of the Shoshone and Arapahoe tribes on the same reservation, the AE program has atypical problems not encountered on the other reservations. Since there are Two tribal Councils and two Tribal Education Committees there is political dissension due to tribal loyalties and different cultural values. A foremost need is to organize an AE program that will meet the needs of both tribes and avoid unnecessary duplication of programs.

In addition to the need for a unified program it will also be necessary to instill more continuity in the existing program. This is made difficult by the lack of adequate funding and permanent facilities for AE classes. At the present time there are two new community buildings being constructed on the reservation. This should alleviate the problem somewhat. Also, there is a need for programs sponsored jointly by the Arapahoe and Shoshone. They presently have a Joint Business Council and coordinated activities with the Wyoming State Department of Education

to test and demonstrate the effectiveness of programs for providing AE on the reservation. Some of the problems can be resolved if both Arapahoe and Shoshone teachers, paraprofessionals and administrators can be trained to staff the AE programs. At the present time most programs favor the Arapahoe although the Shoshone have expressed to the field consultant their interest in AE.

The present AE program is quite limited in offerings and the major focus is on GED testing which presently enrolls 43 students. The only other offering is art which enrolls 62 students. There have been no specific courses added the past year, but interest is growing in the present offerings. The field consultant reports that tribal people attend class and use the program for obtaining employment information. Major problems still exist in the following areas: minimal funds to run existing programs, need for a learning center, space and facilities, recruitment and child day care facilities. Also the programs should be conducted on an annual basis. At the present time the offerings are available only during the school year. As an outgrowth of the workshop the following objectives for the AE program were identified and worked on during the past year:

1. Extend GED preparation to Shoshone and Arapahoe areas of reservation.
2. Seek ways to facilitate attendance and retention in present classes.
3. Develop programs jointly with Arapahoe and Shoshone support.
4. Develop AE programs in the schools on the reservation.
5. Locate sources of funding for learning center, facilities and

materials.

6. Survey of adults needing GED preparation.

Compared to the initial status of AE on the Wind River Reservation considerable progress has been made this past year. The field consultant has made a concerted effort to heal the breach between the Arapahoe and Shoshone elements. Both Tribal Councils recognize the need for joint funding of AE and have agreed that their tribes will provide partial funding, also proposals have been submitted to the State Department of Education for program funding and a survey of GED interest and need by adults has been concluded. The Tribal Council and Director of Indian Education have enhanced their communication relative to AE programs. A most pressing need is to have both tribes elect Tribal Education Committees that can assume the initiative for AE. At the present time this function is vested with the Tribal Councils who usually have their energies directed toward the manifold non-education problems characteristic of any reservation. Mr. Watters feels that interest in the AE programs has intensified due to participation in the project. By meeting with AE administrators, Tribal Education Committees and Tribal Council members from other reservations there is increased awareness of the valuable function that AE can fulfill in the lives of the Indian people.

There has also been intensified awareness of the need for coordination of programs between agencies. The public schools, BIA, MDTA, NYC and State Employment Service are presently working closer with the AE personnel. Many class participants have been placed on jobs as a result of taking AE classes. There is also a great need for tutors and paraprofessionals to provide more individual assistance to students who have serious learning

defects. This factor seems to be inextricably related to retention. Obviously, when insecure students are put in a strange setting without adequate support they lose their motivation and interest. This overview presents some of the highlights and problems confronting AE on the Wind River Reservation. Hopefully, considerable progress will be made during the coming year with their continued participation in the project.

PROJECT EVALUATION

During the past year the Tribal Education Committee Leadership Project has contributed substantially to making Adult Education programs on reservations more responsive to the needs of Indian people. It has been difficult to assess the full impact of the project on participants and programs since many of the most significant behaviors are qualitative and intangible; however, the project staff have made a concerted effort to collect pertinent data at various intervals. Much of the data was an outgrowth of the workshop, field visits and follow-up meetings. Data were collected by means of structured interview, survey, tape recorder and verbal report, as stated previously, the major criterion in the project was how well each reservation fulfilled objectives developed during the workshop phase. A secondary criterion was how well the project staff fulfilled their objectives which were presumed to be supportive. As objectives developed and undertaken by the participating reservations, the primary focus of the ensuing discussion will be concerns and conclusions based on views and perceptions of the participants.

At the inception of the project a number of objectives were identified as pertinent to an undertaking of this nature; subsequent activities were set up with the intent of bringing about the kinds of involvements and processes that would culminate in the fulfillment of stipulated objectives in relation to Tribal Education Committees. Some of these tentatively identified project objectives are as follows:

1. Promote the active involvement of the Tribal Education Committee, Tribal Council and Indian people in identifying problems, formulating objectives and implementing them in relation to adult education on their reservations.

2. Encourage "grass roots" involvement of Indian adults in the development of curriculum that fulfills specific needs of their particular community.
3. Develop more effective leadership and interpersonal skills in Adult Basic Education supervisors and tribal education committees so that they can more adequately communicate and function within the Adult Basic Education programs.
4. Teach project participants how to develop behavioral and program objectives that will enhance teaching effectiveness and make the Adult Basic Education programs more responsive and comprehensive in services provided to community members.
5. Bring about attitudinal changes that will foster better communication within and outside of the Indian community.
6. Develop materials that will provide a model for future training of Adult Basic Education teachers and administrators.

An analysis of the data and verbal report from the participants indicates that some, but not all, of the objectives identified for the project were fulfilled. This is understandable since many of the objectives are qualitative and would necessitate a considerably longer time factor to assess the final outcome. Overall it seems that most of the project objectives have been met with varying degrees of success. Many participants felt the opportunity to work together on a set of common problems in a workshop setting was a definite asset since they could discuss and generate new ideas and approaches for their Adult Education programs. They also felt the workshop was more "Indian oriented" both from a staffing and participant standpoint, than others they had attended. They all voiced concern about the tendency of these activities to be administrator (BIA) dominated with little regard for Indian input.

Participants found the task groups valuable for generating ideas and objectives for their Adult Education programs. They thought the consultants (Indians and white) were particularly helpful in clarifying objectives and

assisting them in writing. It was rather convincingly demonstrated that the Indian people could articulate, define and implement objectives for their own Adult Education programs.

During subsequent field visits the field consultant assisted the workshop participants in implementing and evaluating objectives that had been developed during the workshop. The success of the project was in large part due to his ability to work and communicate with Indian people of diverse cultural and tribal backgrounds. He fostered more effective communication among Adult Education personnel on the reservation by promoting meetings and interaction whereby they could collectively examine their progress toward Adult Education objectives.

Being Indian, but an impartial third party, he was frequently able to do what regular tribal members could not do. For instance, on the Blackfeet Reservation he was able to successfully encourage the Tribal Council to appoint a Tribal Education Committee. A shaky foundation, but, nevertheless a beginning. At all times he has attempted to revitalize them.

The project director and associate director have attempted to keep up a steady flow of communication to participants to keep them apprised of developments and progress being made on various reservations throughout the year. A newsletter (edited by the associate project director) circulated every two months was very helpful in this respect. The project was also given considerable attention by the news media and television. Systematic news releases did much to publicize the project and problems faced by Indians relative to education on the reservation. Also, the Fort Hall Tribal Education Committee collated an Adult Education Resource

Handbook that was disseminated to Adult Education Administrators, teachers, Tribal Council members and Tribal Education Committee members. At the conclusion of this Tribal Education Committee Leadership project, a detailed report will be compiled and made available to all participants and interested Adult Education people who may want to inaugurate similar educational undertakings on their reservation.

A major shortcoming of the project personnel was their inability to develop relevant curriculum or training activities that could be taken into the field by the consultant. It is obvious that curriculum is a major dimension of the total problem that must have intensive attention. A very salutary outcome is the refunding and recognition of the importance that this project can have toward making Adult Education programs more viable and responsive to the needs of the Indian people.

SUMMARY OF PARTICIPANTS' RECOMMENDATIONS AND EVALUATION
OF TRIBAL EDUCATION COMMITTEE LEADERSHIP PROJECT

Throughout the project the Indian participants have provided input relative to their concern for Adult Education on the reservations. Therefore, the information contained herein represents a summation of their views as expressed during the workshop, field phase, and follow-up meeting.

A major obstacle to promoting the Adult Education programs on the reservations has been the lack of involvement of the Tribal Councils and Tribal Education Committees. Indian participants feel that these two bodies must be the spokesmen and leaders if education is to be meaningful to Indian people. This means a "grass roots" involvement of all people and programs that respond to their needs and interests. Many feel that this apathy and indifference on the part of the Indian leaders is due to a lack of financial support, inadequate skills and training, lack of facilities, and a need for trained Indian Adult Education administrators and teachers.

It was frequently commented by the participants that they were not getting the necessary support from Adult Education administrators, BIA, or the state and national level. The participants at the workshop and follow-up meeting felt that the opportunity to get together with other Adult Education specialists was a definite benefit derived from the project activities. Some felt the ideas and information gleaned from those in attendance provided the basis for new innovations in their adult education programs. There does seem to be a need for continuous interaction on a multi-statewide basis. Somehow funding and provision for semi-annual meetings should be made so that adult educators can receive

ideas and stimulation from their counterparts.

Also participants commented about the lack of information they had available concerning AE funding and programs. Mr. Ed Lentz, Coordinator of Adult Education, BIA, Washington, D. C. provided constant support and information on this aspect of participant interest. A common complaint was that Indian AE participants didn't feel BIA education personnel were keeping Indians informed of new developments in Adult Education, particularly sources of funding. They feel the present programs are middle class, academic oriented and show little regard for cherished Indian values and traditions. There has been an upsurge of requests for Adult Education courses specific to the cultural or economic orientation of each reservation.

There is also the problem of intrareservation political rivalry and antagonism between Indian and white Adult Education and BIA administrators. These problems present a formidable obstacle to creating the kind of cooperative atmosphere necessary to make AE programs viable. Unfortunately some of the reservations do not have tribal Education Committees; thus, the entire burden of educational planning falls on the shoulders of the Tribal Council. Frequently the Tribal Council is engrossed in other tribal matters that leave them little time for educational concerns. This is frequently the situation for Tribal Education Committee members also. Some meet so sporadically that there is little opportunity for systematic planning. Not infrequently there are members of these groups who are too apathetic or unskilled to make a meaningful contribution. Individuals should not be on these bodies unless they have the time, interest and motivation to fulfill the duties of the position.

Indian participants have expressed a number of views and possible approaches that could be used to resolve some of these complex problems. Some of these are as follows:

1) Promote more involvement and coordination between the Tribal Councils and Education Committees in the development of programs.

2) Leadership training and courses in parliamentary procedure for council and education committee members.

3) Have committee members (council-education) elected for longer terms so that they can set up and carry out educational program objectives.

4) The education committee and tribal council should be more representative of the various age groups represented on the reservation.

5) Seminars and internships should be provided to train council and education committee members in the latest educational advances in philosophy and media.

6) Provide adequate time, facilities and compensation for tribal council and education committee members so they can fulfill their duties.

7) Tribal council and education committee members need an adequate budget.

8) Remove the Tribal Educational Committee and Tribal Council from political controversy and recruit those with a sincere interest in dealing with education problems.

9) Provide internships to train Indian adult education administrators, teachers, and para-professionals.

Some of the above problems have been the focus of objectives developed during the workshop phase of the project. Varying degrees of success were experienced in resolving these complex problems. There are a host of

other educational problems which are germane to curriculum, materials and funding. Although circumstances and geographical factors dictate how serious a particular problem is in relation to others there was a surprising degree of consensus among Indian and non-Indian Adult Education personnel that the following concerns were obstacles to either launching programs or making them a success once in operation. Some of the areas delineated are as follows:

1. Much of the existing federal and state legislation is for programs oriented to reading, writing, arithmetic with emphasis on GED preparation.

2. There is little regard for Indian cultural heritage in setting up programs and activities are geared to a level that alienates Indians.

3. There is great need to train Indian teachers, para-professional and administrators to staff their own Adult Education programs.

4. Curriculum must be broken down into smaller blocks and geared to a variety of age levels.

5. A need for more realistic certification standards so as not to bar less academic person.

6. Career counseling services for Indian youth both higher education and vocational in orientation.

7. Transportation for Indians living in remote areas and mobile laboratories and library.

8. Instructional materials that provide cultural role models for youth.

9. Child care centers and personnel trained to direct recreational programs.

10. Less time lag between appropriation and actual funding of programs on the reservations.

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To determine the magnitude of deficits in the Adult Education programs on each reservation requires a rather in-depth survey of each reservation. Most of the reservations participating in the project have conducted a survey and in essence found expressed by the people needs that had been delineated by workshop personnel earlier.

The obvious conclusion is that there is an element of circularity operating in that the needs have been known for some time but the method of resolving these problems is elusive. The material needs are relatively simple to resolve if funding is forthcoming. Those reservations that do not have a Learning Center have ranked this facility as a number one priority. For some of the larger more remote reservations transportation is a high priority need. The classes must either be taken to the people or the people must be brought to the classes. The curriculum is another area that presents a serious difficulty in Adult Education instruction. Indian children do not find it culturally relevant or possible to identify with since much is based on a white middle class frame of reference. This is undoubtedly a factor in the high attrition and low motivation of students.

The traditional teacher education methodology and theories have had relatively little success with the Indian student, or for that matter, even with white students. There is great need for a radically different approach to the instruction of Indian students. Small groups are most essential and in many cases a tutoring relationship that emphasizes constant encouragement and feedback. This need can frequently be met by well trained paraprofessionals who have a feel for the Indian culture and empathy for the student. It is unlikely that money alone can resolve the complex educa-

tional-cultural-psychological problems related to Adult Education. There is a greater need for a total restructuring of the bureaucratic paternalistic attitudes that have created a climate of dependence, inferiority and resignation that have deprived the Indian of the psychological mainstays needed to develop a healthy self concept, achievement motivation, a sense of identity and pride in his cultural heritage.

A. Participants' Reports and Analysis of Progress in Meeting Objectives for Tribal Education Leadership Project

At the June 1-2, 1973 follow-up meeting the representatives from each reservation presented an analysis and progress report relative to the degree of success achieved in upgrading their Adult Education programs.

UMATILLA RESERVATION

The participants indicated that educational needs were handled by four distinct committees on the Umatilla Reservation. This approach has necessitated consolidation of all education matters in a nine-man committee which will eliminate some of the fragmentation. This committee which will be selected in June 1973 will be responsible for choosing an intern for the new project. They also indicated that Blue Mountain Community College, Pendleton, Oregon, has encouraged an arrangement whereby the education committee will be responsible for all federal education programs including the Adult Education program. In addition, there is also initiative in the direction of Indian control of the AE programs. At the present time there is one full time Yakima-Umatilla Indian employee, Peter Quaempts, in addition to Ron Halfmoon, a Umatilla Indian who will begin full-time in September 1973.

The new tribal education committee at Umatilla has been set up with the idea of direct responsibility for supervision of proposal writing and federal project supervision as modeled after the Tribal Education Committee functions at Fort Hall, Idaho. The Umatilla participants are also especially enthusiastic about the internship aspect of the new project because they see a real need on their reservation

to upgrade administration and teaching skills through both practical and academic experiences. They visualize, at the present time, a program whereby the full time intern can enroll in some formal academic courses in Oregon as well as gain practical experiences while working under supervision at a site like the Adult Learning Center, Fort Hall, Idaho. They feel the interns are especially in need of experience with curriculum and administration.

ROCKY BOYS RESERVATION

On the Rocky Boys Reservation, Montana, one of the original objectives was a needs assessment survey which was subsequently completed. A direct result of this survey was the addition of a typing class and Cree language and writing class. The survey also indicated a need for an Adult Education program at Box Elder but this was not accomplished because of administrative problems. However, it appears that within the coming year such expansion will be feasible. In addition, the survey led to the addition of a home improvement and carpentry course. A rather pressing need is evident for transportation to bring students to class. A proposal has been submitted for this in addition to an adult learning center. These two objectives have not been fulfilled yet but they are optimistic about eventual success. Another objective not met has been to secure funding on a continuing and realistic basis. One of the objectives fulfilled was to establish better communication with the Tribal Council: this has been accomplished to a large degree.

Also near the conclusion of the project better communication between the Adult Education program and Tribal Council is evident.

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This was substantiated by the attendance and participation of Roy Small (Tribal Council member) at the June 1-2 follow-up meeting. Although many needs of the people were not fulfilled the participants did accomplish three of the five objectives. They also feel the internships will be a definite asset in making the Adult Education program effective. At this point there are four areas they will continue to emphasize during the forthcoming year:

1. More communication between the Box Elder and Rocky Boys school districts relative to Adult Education.
2. More involvement of tribal council members.
3. More participation of tribal member in Adult Education programs.
4. Provide many mini-courses related to skills and cultural heritage.

BLACKFEET RESERVATION

The participants from the Blackfeet Reservation, Browning, Montana feel that setting up a Tribal Education Committee the past year has been a major breakthrough. They have gained many insights and ideas from the project that have been valuable for their Adult Education program. A survey demonstrated that Adult Education courses are needed, particularly a strong anti-dropout program and a food service course so they can work in nearby Glacier National Park. They also have an application in for a radio station on the reservation. A valuable aspect of present programs is the Free School which helps dropouts complete their GED. The staff of the school is presently white but there is an expressed need for more Indian teachers and administrators. Participants feel that certification requirements are unrealistic for Indian teachers since many classes can be taught without a B.A. degree.

QUINALT RESERVATION

• The participants from Quinalt Reservation indicated their Tribal Education Committee was erratic in regard to Adult Education but more direction is now obvious. Until recently the Adult Education program concentrated on the dropout rate and higher education. Formerly the CAP ran the program but now the initiative is shifting to the Indian people. Recently they elected a new Tribal Education Committee, nine of which were in attendance at the follow-up session. They were extremely enthusiastic about moving forward with Adult Education programs. A particular problem is trying to make the programs responsive to the diverse interests of tribal members. The Tribal Education Committee is presently involved with proposal writing. A major problem has been the inability of the Tribal Education Committee to promote programs and get adequate support. They feel the intern will be a definite asset and that a need exists for more trained Indians to staff programs.

WIND RIVER RESERVATION

The participants from Wind River, Wyoming articulated a number of concerns at the follow-up session. They indicated that tribal members were becoming more cognizant of the need for further education and how important it is in obtaining employment. Frequently enrollment in Adult Education courses puts the individual in a setting conducive to being selected for a job since prospective employers recruit at the Adult Education class. An area of vital concern is the dissention that exists between the Shoshone and Arapahoe tribes which reside on the Wind River Reservation. There is a greater need for rapport and

cooperation in relation to Adult Education. This problem could probably be diminished some with an Indian Adult Education coordinator who would be acceptable to both tribes.

The participants also felt that a day care center is necessary so Indians can work or attend classes. There is also considerable interest in internships and they plan to approach the Tribal Council to set up the mechanics of selecting and appointing an intern. There is now a more intense concern regarding Adult Education at Wind River. Since communication is a major problem between tribes, consideration will have to be given to concerted involvement of both parties in the administration and teaching of Adult Education classes.

FORT HALL RESERVATION

The tribal Education Committee undertook a rather extensive set of objectives for their Adult Education program, many of which were successfully completed. They originally defined nine objectives dealing with all phases of the Adult Education program. One was to set up an Adult Education Board that would generate broad based support for the program. The board was comprised of a cross section of the age levels on the reservation. Unfortunately there is a problem with board members being overly committed to non-education functions. They need new members who can give their undivided attention to Adult Education priorities. Also there should be representation of adult students. Another objective was to develop a master activity calendar to schedule events in advance. This has been accomplished to some degree and they hope to make more progress during the coming year on scheduling and completing items on

the activity calendar.

The Fort Hall Tribal Education Committee has also been successful in starting a day care center for those taking Adult Education classes. In addition they have been successful at publicizing the Adult Education via letters, posters, speaking engagements, radio, T.V. and meetings. Retention of students in classes is also another objective they have pursued during the project. They have minimized this problem by adding a Bannock-Shoshone as director of the Adult Learning Laboratory. This will also help alleviate the problem of not having someone available at all times to assist individuals needing assistance with materials. They have also compiled a list of reservation resource people who can assist with Adult Education classes. This is an on-going process that depends on continual upgrading of lists. Some progress has also been made in the critical area of curriculum. A lady employed at the learning center has developed a relevant math curriculum that she is using most effectively for instruction. In addition a resource handbook which was constructed and disseminated to participants provides information on pertinent sources of funding. Overall a high degree of success had been achieved in fulfilling most objectives delineated during the workshop.

EXTERNAL EVALUATOR'S POST WORKSHOP REPORT

Training Project to Assist in the Development of a More Positive Leadership Role for Tribal Education Committees in the Development and Administration of Reservation Adult Education Programs.

Report submitted by Warren R. Baller

August 21, 1972

The External Evaluator's report is based on 1) his observations of the project (workshop) activities during the period August 14 - August 18 inclusive, 2) his numerous individual and small group interviews with project participants, and 3) his careful reading of the project description (original proposal) and all other prepared materials distributed during the period just mentioned.

The Plan of this Report

Hopefully, it will prove to be advantageous, for the purpose of clear and meaningful reporting to present a series of questions and answers related to 1) the objectives of the project and especially to the Workshop, 2) the conduct and apparent effects of the Workshop and 3) the proposals for follow-up work with Adult Basic Education in the Indian tribal situations as well as for evaluative feedback from the tribal groups are the benefits of the project.

Evaluative Questions and Answers

Question 1. Did the activities of the Workshop (August 14-18) clearly and closely relate to the purposes earlier specified for this phase of the project?

Answer. There was convincing evidence from the very beginning of the Workshop that effective ground work had been laid for assuring that the

participants would come to the Workshop knowing - in general, at least what to expect of it and what to anticipate as their own role. There was, I thought, impressive evidence that the objectives of the project were understood and accepted by the participants - circumstances which assured effective relationships between the activities and the earlier defined objectives.

By the close of the second day, I had had conferences with some fourteen of fifteen participants (all Indians) and was impressed with their apparent understanding and acceptance not only of the purposes of the Workshop but of the total project. The majority of them expressed hope and a fair amount of confidence that the project would do much to improve Adult Basic Education for their tribes. Most of these persons were clearly committed to the idea that much of the hoped for benefits would require their own best efforts in planning and leadership.

Related Incident. Three Workshop participants, all Indians, appeared on a local (Pocatello) TV news report. They were, in the estimation of a number of persons besides myself, remarkably articulate and convincing in their statements about the objectives and follow-up activities of the project and the hoped for beneficial outcomes.

Question 2. Was there a satisfactory balance between the dissemination or information about ABE and the provision for discussion of it by the participants?

Answer. In general, the balance seemed to be good; awareness of its importance was evident on the part of the Workshop leaders. One panel discussion of the meaning and operation of ABE (a panel that allowed for questions and answers) seemed to be quite one sided in favor of panel discussion largely because the central concern, namely, the definition of ABE and its objectives became somewhat labored and vaguely generalized. In spite of the difficulty just mentioned, approximately sixty percent of the audience participants raised questions and/or

added to the attempt to give answers.

One salutary result of the panel session and the related difficulties was some additional evidence of the need for a Handbook that can provide concise answers to numerous questions about ABE inclusive of what, exactly, ABE is intended to be.

By contrast with the panel experience, the balance of information-giving and related discussions in group meetings appeared to be excellent. The testimony of individual participants following group sessions was uniformly favorable.

Question 3. Was the participation of the hoped for beneficiaries of the project - the residents of reservations - satisfactory?

Answer. Highly satisfactory, in my estimation. My statement is based on several circumstances.

1. The Indian enrollees in the Workshop seemed, for the most part, to feel free to express, often with much emphasis, their own ideas regarding ABE and its prospects of being realistic and beneficial in their local tribal situations.
2. "Outside" consultants exercised good restraint in offering their informations, ideas and suggestions. They played very well their role of facilitators who carefully avoided any dominance of discussion situations whether these be group sessions or individual consultations. The consultants' quite evident commitment to "low profile" was, I believe very beneficial to the Workshop.
3. The Indian participants tried conscientiously to describe, in specifics, the plans for improving ABE programs where they now exist and for establishing programs where there now are none.

The product of their efforts should have more than one good result.

It should provide more useful "charts" for the betterment (or establishment) of the programs. And it should have carry-over value as the workshop participants work with their associates in the tribal Education Committees in the further clarifying of purposes and practical procedures for the local situations, respectively.

Question 4. Were the "outside" consultants well selected and helpful in the Workshop?

Answer. As already explained they were, for the most part, persons who appreciated and accepted the role of unobtrusive resource persons. Some in the attempt to provide answers or other information found the answers and information something less than satisfactory in light of what they were learning about the needs of the Indians and the Indian's insights into his own needs. It should not be surprising if some of what the representatives of outside agencies learned were to lead to important changes in their agency policies and practices.

I cannot think of agencies important to this project that were not represented in the Workshop.

Question 5. How effective was the leadership and direction of the Workshop? Understandably, as a guest, I would wish to be complimentary of the staff of the Workshop. Actually, in light of the well planned and effectively coordinated work which I saw, I could not be other than very impressed with the strong leadership, the sound pre-planning and the commitment to meaningful "follow-through" on the part of the staff.

Question 6. What about the plans for follow-up supervision and consultant service during the next (1972-73) school year?

Answer. This feature of the project is one of the most promising in my estimation. An excellent qualified Indian gentleman will serve as a Field Consultant. The knowledge of his appointment and the description of his duties were obviously a source of considerable reassurance and encouragement to the tribal representatives in the Workshop. The combination of his efforts with those of the Director and the Co-Director would seem to assure a great deal of success for the project - the achievement of most, if not all, of the objectives described for the project.

Question 7. What provisions are there for adequate evaluation of the out-comes of the Workshop and, relatedly, of the project?

Answer. For the moment, an open-ended questionnaire, Workshop Evaluation, prepared by the Internal Evaluator, would appear to be well suited to the purpose. Especially pertinent are two of the six main items. One is, "How do you think the project personnel (staff) can be of most service to you during the field phase of the project?" The other: List the objectives that you will be implementing in your ABE program during the field phase of the project."

Results of this interrogation should supply useful suggestions to the project staff. The data can be summarized and assessed for early use.

The most likely source of beneficial feedback about the Workshop as well as about the project is, in my estimation, the observations and reporting of the Field Consultant. I would expect that his resourcefulness in these respects would prove invaluable to the project Director and others most closely involved with the attainment of project objectives.

A "Field Visitation Evaluation Report" has been prepared by the project staff as systematic means of securing information about the field visits and consultations.

Question 8. What were some of the major concerns, if any, that were expressed by the participants in the Workshop with regard to ABE?

Answer. The most frequently expressed concern was for better communication regarding the purposes and practices related the ABE and for improved understanding about areas of responsibilities (e.g. those of the Tribal Council vis a'vis the Education Committee).

Closely related, was the concern (an expression of feeling and opinion that greater responsibility for, and autonomy in, developing and directing programs of ABE should be delegated to the Education Committees.

Another high priority concern had to do with the place of "Indian Culture" in the Indian education and specifically as something that could be articulated with other learnings in the ABE program. Much sentiment was expressed in favor of such a learning emphasis.

Still another frequently mentioned interest on the part of the Indian participants related to what they called, "The need for developing success motivation through pride in being an Indian - through Indian Identity Pride".

There was also rather frequent mention of the need of clearer, more effective, channels of communication between the state directors of ABE and the tribal Education Committees.

Question 9. What specific suggestions were there for services that would be helpful?

Answer. One that met with apparent unanimous support was a proposal to publish periodically a Newsletter. Hopefully, it would serve, for example, as a means of keeping local Committees and Councils apprised of 1) policy and program development at the national, state and local levels; 2) interesting activities and innovations on the part of local committees;

3) programs and projects reported by tribes and related agencies in some other part of the nation; and 4) the progress of the project in which the more specifically, the Workshop.

Another suggestion was that a Handbook should be developed that would focus sharply upon the definition of ABE and its policies and practices. The handbook might also provide information about various resources, financial and otherwise, that are important to those persons who are attempting to improve the opportunities to which potential and active ABE participants are entitled.

EXTERNAL EVALUATOR'S FINAL REPORT

TRAINING PROJECT TO ASSIST IN THE DEVELOPMENT OF A MORE
POSITIVE LEADERSHIP ROLE FOR TRIBAL EDUCATION
COMMITTEES IN THE DEVELOPMENT AND
ADMINISTRATION OF RESERVATION
ADULT EDUCATION PROGRAMS

Report submitted by Warren R. Baller

June 18, 1973

The External Evaluator's present report is essentially an appraisal of the results of the Training Project during the period since August 21, 1972. At that time this evaluator submitted his impressions of the project's potential for significant achievements and, by presenting a series of questions and answers, attempted to identify the more pressing problems that confronted the Tribal Education Committees and the other agencies to which they must relate in one way or another. It seemed clear at the time of the August 1972 Workshop that a promising start had been accomplished when the various tribal groups made the effort to specify the objectives toward which they would try to work during the ensuing year. It also seemed clear that the chances for truly significant results would depend heavily upon some three or four determinants. These were: (1) the degree to which the insights and apparent commitments engendered by the workshop experience could be sustained and translated into positive action as the Workshop participants returned to their respective tribal locations; (2) the effectiveness of the Field Consultant, Mr. Irvin Watters, as he met periodically with the various reservation committees and agencies; (3) the extent to which the central staff services at Pocatello could keep up a strong, supportive connection with the activities on the reservations; and (4) the adaptation of the State and Regional Adult Education Agencies as well as the BIA to the shifts in local responsibility and program

emphases that might occur.

Let it be noted at the beginning of this report that in the External Evaluator's view all of these features of the Project now, in June 1973, have a healthy, forward-moving appearance.

SOURCES OF INFORMATION

The impressions that will be reported in the following paragraphs were derived from a half dozen different but related sources. The sources were: (1) the statements of participants in the June 1973 Workshop who, as individuals or as members of small groups, visited quite freely with this evaluator; (2) the reports of tribal representatives who respectively, reviewed in open meetings the experiences of their Education Committees during the past nine months; (3) personal interviews with the project's Field Consultant; (4) visits with members of the project's central staff; (5) various communiques (primarily the issues of the project's Newsletter) received from the project's headquarters; and (6) copies of the Field Consultant's regularly filed reports of his visitations to the various reservations.

STATEMENT OF RESULTS

1. Clearly indicated in the project's title is the main concern of the enterprise: the need for a more positive leadership role on the part of Tribal Education Committees, especially with regard to Adult Basic Education.

One of the most striking features of the June 1973 Workshop was the evidence of a greatly improved understanding on the part of tribal education leaders of the purpose and the potential benefits of the basic

education program. The difference of understanding manifested in the June 1973 Workshop as compared with that of the August 1972 Workshop was most encouraging to say the least. In August, there was not only considerable vagueness of understanding on the part of the participants about the aims and procedures of Basic Education, but also this writer believed, a significant amount of skepticism about whether Basic Education "would work" in their particular tribal situations. In the June 1973 Workshop, there was abundant evidence that the tribal educators not only understood the purposes of Basic Education but had gained much competence in the establishing and the directing of Basic Education programs and other related programs.

1-a. Importantly related to what has just been stated is the mounting evidence of increased assertiveness on the part of reservation Indians in helping to establish and/or reorganize Tribal Education Committees, to improve lines of communication with the Tribal Councils, with various other educational agencies (local public schools, strategically located colleges, etc.); and especially to enlist the interest and participation of tribal members in Basic Education.

1-b. Closely articulated with the assertativeness factor just mentioned is a cluster of attitudes that became evident in the open meetings as well as in individual conferences of the June Workshop. The attitudes expressed a determination on the part of Indian education leaders to rid their Tribal Education Committees of "do nothing" persons and persons quite subservient to the Tribal Councils. The attitudes also revealed a firmness of belief that effective educational leadership on the part of Indians will require a broadened range of general know-

ledge and improved "know-how" for those who would be leaders. This belief "shows through" also in the numerous mentions of the desirability of (1) working out meaningful programs of education with accessible colleges; (2) participation in the recently projected program of internships in Indian educational leadership. The same set of beliefs tends to surface in the reports mailed in from the Tribal Education Committees directly to the Project's central office or (more often) from the Field Consultant. Indications of these beliefs are evident in the reports of Irvin Watters following his visits to the Blackfeet Reservation (2/19-23/73, 4/30/73 and 5/4/73; and following his 1973 visits to the Quinault Reservation. Similar indications characterize some of the later (1973) reports from the Fort Hall area.

2. A second major result of the project is the greatly extended awareness on the part of the Indian educators of the variety of services, state and national, that are available to them. In the August Workshop, the participants were listening (with some appearance of misgivings) to the descriptions of the numerous services and how these might be obtained. In the June 1973 Workshop, as well as in the written reports from the Tribal Education Committees during the preceding six months, there were many mentions of services that had been activated and others that were in the planning stages.

Among the services mentioned (and simply illustrative of them) were: (1) programs of education for Indian youth who are entitled to benefits related to their service in the military; (2) rehabilitation programs of several different kinds; (3) assistance in the procurement of needed educational and instructional materials (this applied especially to the

kinds of materials that relate to the development of practical skills such as those related to machine repair, the homemaking responsibilities and to health care); (4) consultant service from State and Regional Offices; (5) assistance by the Field Consultant with the problems pertaining to the relationships between the Tribal Education Committees and the Tribal Councils and other agencies.

Perhaps the major service which was rendered to the tribal communities, where education is concerned, was the fifth one listed above. The External Evaluator saw this as a crucial problem after attending the August 1972 Workshop and conjectured that it would especially test the ingenuity and competence of the Field Consultant. It is highly reassuring to note the extent to which there has been substantial progress toward effective communication between tribal educators and the Tribal Councils. Conclusions to this effect were readily and strongly expressed by tribal members who visited with this evaluator during the June Workshop. Similar evidence is to be found in the written reports from the reservations.

3. There was considerable evidence of greatly improved communication between the Tribal Education Committees and their tribal constituencies (tribal members). This applied especially to the conveying of understanding about the purposes and special features of Adult Basic Education.

Gradually, as the Tribal Education Committees began to be reorganized (or organized for the first time in a responsible way), there appeared to be some developing of improved communication between the committees and the State and Regional Adult Education offices. The reports from the reservations to the Project's central office give the impression of increasing attendance by the representations of the State and Regional offices whose

participation was balanced by the increased assertiveness and broadened knowledge of the Indians about the task at hand.

Communication appears to have been considerably enhanced by the issuance of the Newsletter. It clearly served as an effective means of getting information out to the tribes on a regular basis. The statement, "It kept us in touch" paraphrases numerous remarks made by the tribal persons who attended the June Workshop. Another statement (paraphrased) was frequently made: "We knew that they (Dr. Sheppard, Dr. Lower, Mr. Edmo and Mr. Jones, as well as Mr. Watters) were very interested in us and desirous of helping us." As stated in this writer's August 1972 report, the Project is impressive for the sound planning that has characterized all its phases and for the well defined "follow-through" that is evident in it. The Newsletter has helped greatly with the achievement of communication and especially with the spreading of awareness on the part of the various tribal groups respectively, of progress being made in other groups. This now appears to have been (and continues to be) a strong motivating medium in the attainment of the main purpose of the project. Related to what has just been stated was the clear evidence of a "sense of community" (a feeling of acquaintance and the awareness of common problems and common desires) that prevailed in the June 1973 Workshop. There was marked contrast in this regard between the June 1973 Workshop and the Workshop of August 1972.

There is reason for being hopeful that the mutual acquaintance and trust that are being established will become strong factors in raising the level of accomplishment in all tribal education endeavors. It was especially noticeable (and seemed most noteworthy) that in a session

of the June Workshop which was devoted to progress reports on the meeting of goals, thirty-one persons participated in the discussion--thirty-one from a total of forty-one who were present. Almost without exception this discussion was spontaneous, altogether relevant, and attentively listened to.

4. A question of considerable importance is whether the objectives that were defined by the tribal groups respectively, during the August Workshop served effectively in the translating of ideas and inspirations into meaningful programs of action on the reservations.

The answer is an affirmative one. As the written reports from the various reservations (generally over the signature of Mr. Watters) are put together in chronological sequence, it is evident that with each passing month there was progress being made toward the very objectives that had been "hammered out" in the August Workshop. Not surprisingly, the first round of field reports (dated in September and October for the most part) were not impressive for their recording of things accomplished. But, progressively, with the second, third and fourth rounds of reports, which generally coincided with the visitations of Mr. Watters, the descriptions of objectives accomplished and new objectives defined increased greatly in number and apparent importance.

5. Another matter that seems important to this evaluator is the identifying of the emerging desires (or improved spelling out of these desires) among the reservation education leaders. Indications of the desires are to be found in the written reports from the reservations to the Project headquarters and various of them were also expressed by discussants in the June Workshop.

The one most frequently expressed desire, in this writer's assessment, was for greater initiative and more "grass roots" participation in education on the part of Indian tribal members. A theme that ran through quite a number of statements was, paraphrased, "We must have more acceptance of responsibility for our own educational programs and services, by tribal members, especially where Adult Education is concerned."

Another desire that various of the tribal educators expressed was for the constructing of a well designed learning center. Quite clearly, the benefits of the Learning Center at Fort Hall had made a considerable impression on the visiting tribal representatives who attended the Workshop there. There are mentions in a number of the field reports of firm steps that have been taken toward the realization of the desire for such a facility.

Still another desire that was expressed in conversations with this writer, as well as in written reports to the Project's central office, related to perceived need for the services of well trained Indians to coordinate educational programs on the reservations, respectively. One might attach extra significance to this expressed desire in light of the projected plans for internships in educational leadership related to tribal programs.

Correlated with the desire just mentioned was the wish that ways and means could be found, for securing the help of Indians to simply service the various projects and learning situations that were getting underway or already underway but lacking in continuity of supervision. This was true even at Fort Hall where learning situations are relatively abundant but where supervisory personnel is considered to be in short

supply.

Finally, with reference to the more frequently expressed desires, there is one that probably related closest of all to the central purpose of the project. It is the desire to achieve more success in the enlistment of tribal members' interest and participation in Indian Adult Education.

This writer considers this desire--or concern--as being a good omen. As he has read the reports from the reservations to the Project's central office, he has detected in them an emergent understanding that Adult Basic Education will not only require patient and persistent explaining to potential enrollees but will also require much particularizing (individualizing for relevance) to fit into the wide range of needs and interests of tribal members. The more recent reports from the reservations strongly suggest that these lines of thinking are getting good results. The variety of learning experiences has steadily increased and the enrollments have climbed impressively. (This writer assumes that the actual figures will be included in other evaluative reporting about the Project.)

SUMMARY

In summary, what are the more pronounced features of the first year of experience with the Project? The following stand out in this evaluator's thinking.

1. The social significance and general soundness of the Project have been clearly established by the results of the past nine months of work.
2. The combination of efforts on the part of the Indian education representatives to specify tribal education objectives--especially with

reference to ABE--and the guidance of the Field Consultant has paid impressive dividends. It should be mentioned that the writing of the objectives last August was accomplished with the skillful direction of the members of the central staff.

3. The learning on the part of Education Committees of ways to improve various lines of communication and the attendant successes have been noteworthy. In this connection it is clear that much has been achieved by the counsel and guidance of the Field Consultant and also by certain key persons among the tribal education leaders.

4. Considerable "dead wood" has evidently been removed from Tribal Education Committees and replaced by interested and strongly committed persons.

5. Significant gains have been made in the placement of tribal education programs and responsibilities on Education Committees--on some that have been reorganized and on some only recently activated in any meaningful sense of the term.

6. Confidence in Adult Education and quite strong enthusiasm for its potential benefits appear to have been established among Indian education leaders through the activities of the Project during the past year.

PAGES 78 and 79 OF THIS DOCUMENT,
CONSISTING OF THE BUDGET FOR THE
PROJECT, WERE REMOVED PRIOR TO
ITS BEING SUBMITTED TO THE ERIC
DOCUMENT REPRODUCTION SERVICE.

TABLE A
AGENCIES PARTICIPATING IN PROJECT

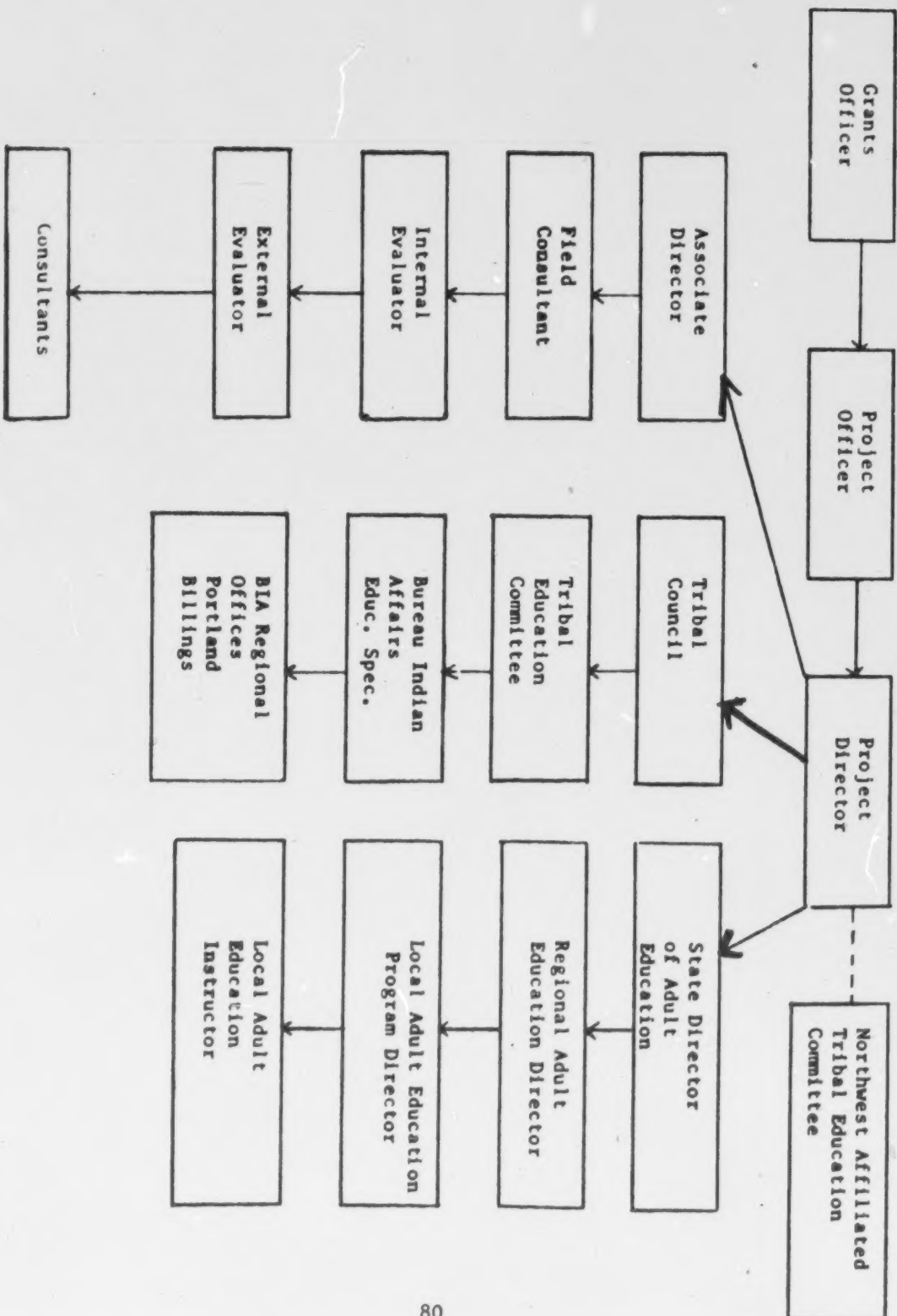
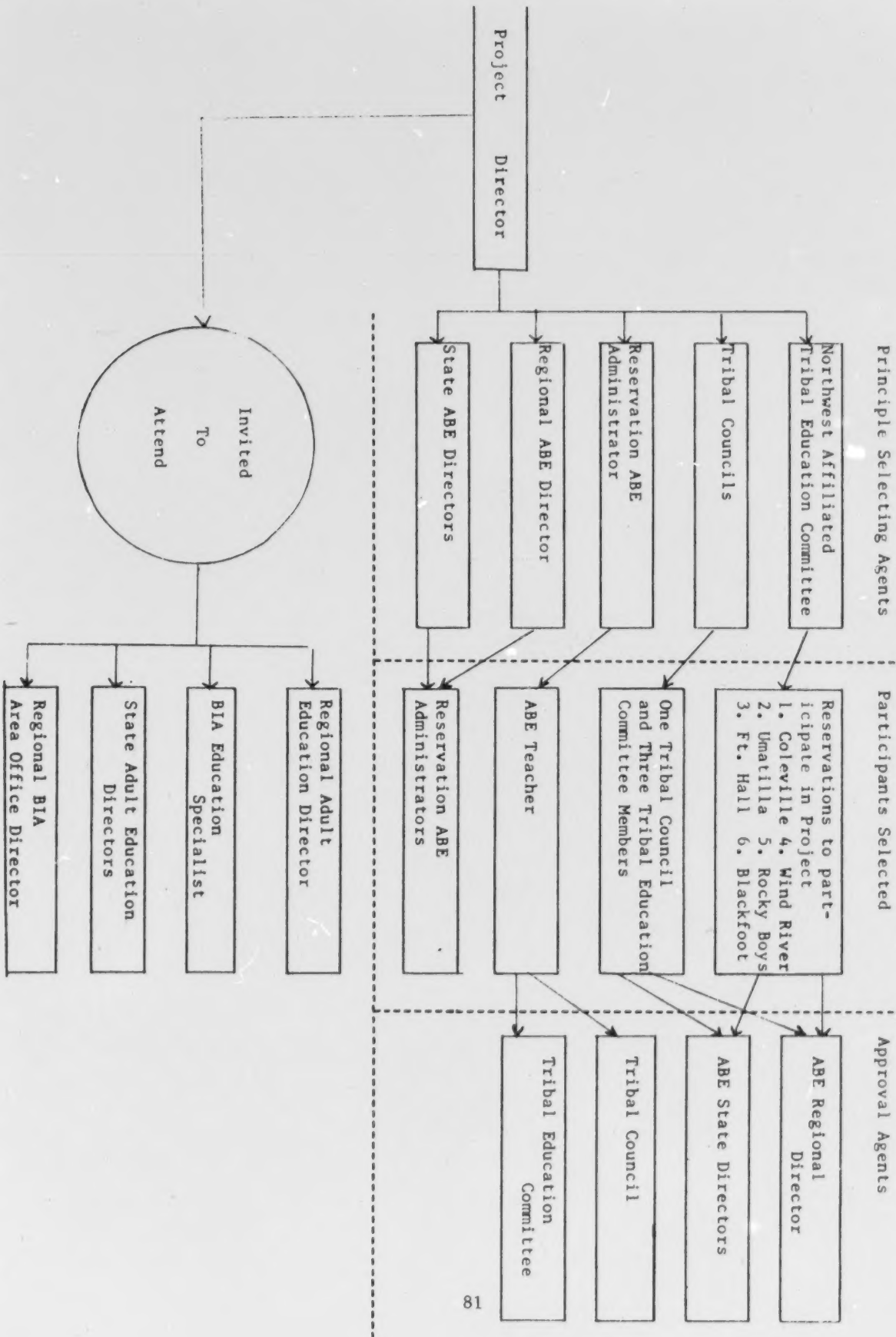


TABLE B
MODEL FOR SELECTION OF AGENCIES AND PARTICIPANTS FOR PROJECT

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FIELD VISITATION EVALUATION REPORT

Name _____

Date _____

Place _____

Time _____

Summary of Meeting

Field Consultant's Recommendations

Participants Reactions

Return Promptly to:

Mr. Kesley Edmo, Jr.
College of Education
Idaho State University
Pocatello, Idaho 83201

Name _____

Title _____

Reservation _____

Date _____

WORKSHOP EVALUATION

1. What do you feel were some of the benefits you derived from the workshop?
 - 1.
 - 2.
 - 3.
 - 4.
2. What activities of the workshop do you think were particularly valuable?
 - 1.
 - 2.
 - 3.
 - 4.
3. How do you think the project personnel (staff) can be of most service to you during the field phase of the project?
 - 1.
 - 2.
 - 3.
 - 4.
4. What could have been added or eliminated from the workshop to make it more effective?
 1. _____
 - 2.
 - 3.
 - 4.

Workshop Evaluation

Page 2

5. Did you receive adequate support from project consultants during the workshop? Explain

6. List the objectives that you will be implementing in your ABE program during the field phase of the project?

TRIBAL LEADERSHIP PROJECT

Program Assessment

Reservation: _____

Date _____

Place: _____

Time _____

I. Personnel Involved

Name

Position

1.

2.

3.

4.

5.

6.

II. Objectives

Primary Objectives

1.

2.

3.

4.

5.

Additional Comments:

Secondary Objectives

1.

2.

3.

Additional Comments:

Objectives Completed

- 1.
- 2.
- 3.
- 4.

Additional comments:

Objectives in Progress (Priority Ranked)

- 1.
- 2.
- 3.
- 4.

Additional comments:

New Objectives Identified Since Workshop

- 1.
- 2.

Additional Comments:

III. Communication

1. What is the specific status of the communication relationship between the tribal education committee, tribal council and ABE personnel? Describe

2. What problem areas exist? (Specific)

- 1.
- 2.
- 3.

Additional Comments:

IV. Community Resources

1. What programs or agencies are available that have potential for liaison with ABE programs?

- 1.
- 2.
- 3.

additional comments:

2. How are other programs now being coordinated with ABE?

- 1.
- 2.
- 3.

additional comments:

Recommendations:

V. ABE Program Offerings

1. What courses and activities are presently offered by the ABE program? (Specific)

Activity or Course

Students Enrolled

- 1.

Program Assessment
Page 4

- 2.
- 3.
- 4.

Additional Comments:

2. What new ABE courses have been started as a result of project participation since September 15, 1972? (Specific)

Activity or Course

Students enrolled

- 1.
- 2.
- 3.

Additional Comments:

VI. What are the most pressing areas of specific and immediate need?

- 1.
- 2.
- 3.
- 4.
- 5.

Additional Comments:

VII. What provision is made for the involvement of tribal people in ABE programs?

- 1.
- 2.

Additional comments:

VIII. Internships

What experience potential do existing programs have for intern administrators? (Specific)

1.

Additional Comments:

IX. What specific recommendations have been made to progress toward fulfillment of objectives?

1.

2.

3.

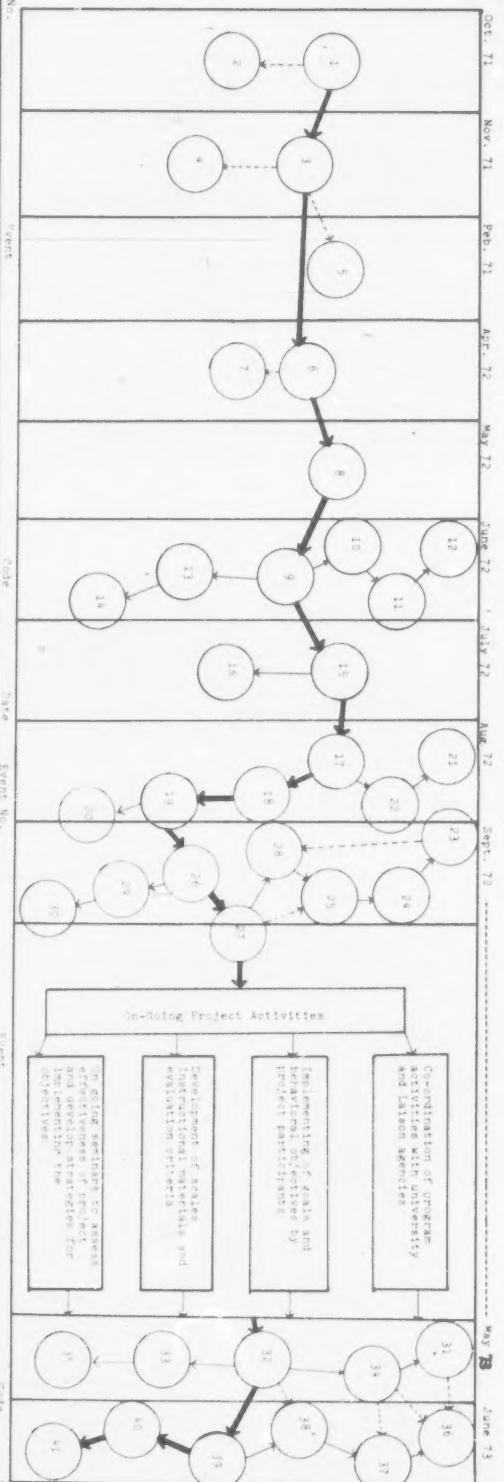
4.

Additional comments:

Field Consultant

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PROJECT MANAGEMENT PLAN



Event No.	Event	Date	Event No.	Event	Date
1.	Submit concept paper	Oct. 71	28.	Submit participant information forms	Aug. 72
2.	Consult Tribal Education Committee (Port Hall, Idaho)	Oct. 71	29.	Field evaluation of Phase I/II	Sept. 72
3.	Submit proposal	Nov. 71	30.	Dissemination of program materials to participants and reservations	Oct. 72
4.	Send copies of proposal to Tribal Education Committee members	Nov. 71	31.	On-going evaluation of educational objectives implemented by participants and reservations	Nov. 72
5.	Meet with Port Hall Tribal leaders and BIA Education Specialists	Dec. 71	32.	Participants return to reservations to implement objectives and Phase II/III	Dec. 72
6.	Negotiate draft with DOE Program and project officers	Jan. 72	33.	Staff seminars to evaluate program effectiveness	Jan. 73
7.	Take draft revisions	Feb. 72	34.	Dissemination of program materials to university faculty	Feb. 73
8.	Final selection of participant reservations	Mar. 72	35.	Staff seminars to evaluate program effectiveness	Mar. 73
9.	Develop revision of proposal for DOE-Project Funder	Apr. 72	36.	Dissemination of program materials to university faculty	Apr. 73
10.	Development of project agenda for start of Phase I	May 72	37.	Staff seminars to evaluate program effectiveness	May 73
11.	Complete project staffing	June 72	38.	Dissemination of program materials to university faculty	June 73
12.	Develop detailed management and financial plan	July 72	39.	Staff seminars to evaluate program effectiveness	July 73
13.	Development of evaluation and assessment model	Aug. 72	40.	Dissemination of program materials to university faculty	Aug. 73
14.	Commitment to participate in project from state BIE Director, ABE Director, BIA Education Specialist, Tribal Councils and Reservation Education Committees	Sept. 72	41.	Final: Submit final report to DOE	June 74
15.	Phase I planning meeting for project personnel	Oct. 72			
16.	On-site visits by field consultants to aid in final selection of project participants. And communication of project objectives.	Nov. 72			
17.	Phase II starts - Tribal Council leaders, project personnel	Dec. 72			
18.	Phase III starts - training of reservation leaders and personnel	Jan. 73			
19.	Phase IV-VI - all participants involved - project personnel, Specialists, and local adult education specialists	Feb. 73			
20.	Internal and external evaluation develop criteria for behavioral objectives, data collection and follow-up	Mar. 73			
21.	Prepare interim report on phases I-VII. Post evaluation	Apr. 73			

Level of Communication and/or Responsibility:
 1. Responsibility for event.
 2. Communication involvement only

A. Grants Officer
 B. Project Director
 C. Project Director
 D. Project Director
 E. Project Director
 F. Field Consultants

PARTICIPATING AGENCIES

G. Tribal Council
 H. Reservation Education
 I. External Evaluator
 J. External Evaluator
 K. ISD Facility
 L. ISD Adult Education Director

M. Local Reservation BIA Ed. Specialist
 N. Northwest Affiliated Tribal
 O. State Director of Adult Education
 P. Region 10 Adult Education Director
 Q. Local Adult Education Administrators
 R. Local Adult Education Instructors

SUMMARY OF PROCEEDINGS
WITH TRIBAL COUNCIL MEMBERS AND STAFF
August 8-9, 72

EDUCATIONAL CONCERNS

1. Much of the existing Federal and state legislation is for programs oriented to reading, writing, arithmetic with little regard for specific Indian content.
2. Curriculum and materials are not geared to the interest or needs of Indians. Need grass roots involvement of Indian people in development of ABE Programs.
3. There is a need to develop overall more effective communication skills in Indians.
4. Need to develop training programs for Indian para-professionals and teachers.
5. Need more realistic certification standards for programs not at terminal degree level.
6. A greater need for liaison and coordination of ABE programs with community and college personnel.
7. Transportation problems impair the effectiveness of ABE programs, on the reservations. Many students live in remote areas.
8. Curriculum must be broken down into smaller blocks to be more effective.
9. Programs must allow for flexibility and exploration.
10. What is the best way to find out what classes and programs the Indian people want?
11. More mini courses should be offered with certificates given at the termination.
12. Need to prepare Indian youth for higher education.
13. Flexible career counseling services for Indian youth.
14. Indian, cultural appreciation projects.
15. Develop curricular materials relating to occupational role models for Indian youth to identify with.
16. Instructional materials for a variety of age levels.
17. A major problem is the high drop-out rate in existing educational programs.

18. A wide variety of programs for the non-college oriented Indian.
19. Enrichment tours similar to Head Start for Indian Adults and children.
20. Need more information distributed about BIA scholarship programs.
21. Get parent and child involved in programs.
22. Need child care centers and people trained to direct recreational programs.
23. Programs must be developed with behavioral objectives in mind.
24. Indian leaders should visit students on campus to encourage them and help with problems of transition from reservation to college.

ADMINISTRATION OF ABE PROGRAMS

1. Have state and local officials communicate to Indian people what programs are presently available.
2. Promote more involvement of tribal councils and education committees in the development of programs.
3. Lack of interest by tribal council members and conflict between them and tribal education committee members.
4. Poor communication among tribal council education committee, BIA officials, state ABE directors, and local ABE administrators.
5. Programs are frequently set up with little regard for Indian needs or input.
6. Tribal council and education committee do not have control of budget.
7. A need to train more Indian supervisors and administrators for ABE programs.
8. A need to provide training internships for Indian ABE administrators.
9. Workshops to foster better communication between reservations regarding what ABE programs are doing.
10. Leadership training for tribal council and education committee members and courses in parliamentary procedures.
11. Get education committees out of political arena so that focus can be on educational programs.
12. Education committee members should have longer terms so they can get to know the process and carry out objectives.
13. The education committee must have a greater balance of various age levels represented.
14. Education committee should encourage political activities for Indians.
15. Have tribal council and education committee involved in the selection of materials for education programs.
16. Proper training needs to be emphasized for GED preparation.
17. Young married people need to be included in ABE programs.
18. BIA needs to shorten the time lag between approval, funding, and implementing of program.

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SUMMARY OF TASK GROUPS' PROCEEDINGS

The following comments, recommendations, problems and general objectives have evolved from the discussions conducted the past few days. They have been classified into categories that will hopefully provide a basis for developing specific objectives to be implemented on your reservation during the field phase of the project. Each group should attempt to generate at least five clearly defined objectives that have feasibility for implementation, can be evaluated and will bring about change in an area(s) of most critical concern.

Problem Areas

Tribal Education Committee

1. Establish and recognize the responsibility of the Tribal Council for all educational activities on the reservation.
2. Provide compensation for members and increase term of office to two or three years.
3. Provide adequate facilities for functioning of committee members and leadership training.
4. Have education committee responsive to needs of people and faster working relationship between community tribal council, BIA specialist, and other resource people concerned.
5. Members should be well enough informed to communicate ABE programs to public.

Administration

1. State directors should maintain communication with ABE teachers, tribal council and local ABE administrators.
2. Regional and state directors should provide information on federal funding or pending legislation.
3. Disseminate a newsletter for faster, better communication.
4. Provide consultants and liaison people to assist ABE administrators and teachers.
5. Provide inservice training for ABE teachers.

6. Promote communication through workshops and seminars.
7. Coordinate use of resource people in ABE programs.
8. Set up advisory committees within the communities.

Curriculum and Instruction

1. Implement or develop materials that will promote more positive self-image for Indian students.
2. Provide leadership and parliamentary procedure courses that will enhance interpersonal skills.
3. Provide courses that will develop skills in business management, program operation, oral and written communication skills, grant writing and program evaluation.
4. Develop ABE materials that are culturally relevant and interesting to Indian students.
5. Career and personal counseling services for Indian students.
6. Develop and publish a resource manual for ABE personnel that includes such information as grants, scholarships, curriculum materials and evaluation.
7. GED testing programs on the reservations.
8. Enlist aid of curriculum experts to assist ABE teachers.
9. Develop evaluation criteria for programs and educational specialists to determine how successful they are.
10. Utilize resource people in ABE programs.
11. Develop programs for use of tutors and remedial personnel.
12. Conduct a community survey of educational needs.
13. Provide child care facilities so that married couples can attend classes.
14. Assist college bound students who have deficiencies.

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